DOCUMENT RESUME

ED 469 351 CG 031 943

TITLE	Connecticut Comprehensive School Counseling Program.
INSTITUTION	Connecticut School Counselor Association.; Connecticut Association for Counselor Education and Supervision.; Connecticut State Dept. of Education, Hartford.
PUB DATE	2000-00-00
NOTE	168p.; For "Best Practices for School Counseling in Connecticut. Counselor Competencies, Model Job Description, and Evaluation Guidelines," see CG 031 945.
AVAILABLE FROM	For full text: http://www.state.ct.us/sde/deps/special/counseling.pdf.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Descriptive (141) -- Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF01/PC07 Plus Postage.
DESCRIPTORS	Career Development; Competence; *Comprehensive Guidance; Comprehensive Programs; Curriculum; Elementary Secondary Education; Models; National Standards; *Program Development; *School Counseling; Social Development; *State Curriculum Guides; *Student Development
IDENTIFIERS	*Connecticut

ABSTRACT

The Connecticut Comprehensive School Counseling Program provides an important resource to Connecticut's school districts in their mission to prepare students to meet high academic standards and to become productive and contributing members of society in the 21st century. This new document represents a model that helps to prepare students for success in school, at work, in the community and in their personal relationships. Goals and competencies have been developed in the areas of personal/social, career and academic development. The curriculum integrates skills and competencies from four important sources: The American School Counselor Association's National Standards for School Counseling Programs, the Connecticut School Counselor Association's goals, the National Occupational Information Coordinating Committee competencies and Connecticut's Common Core of Learning. By articulating what all students need to know and be able to do in these important areas, and by infusing these skills into the core academic mission of the school in a planned, sequential and developmentally appropriate way, students, schools and communities benefit. It is hoped that this document will be used throughout Connecticut as a model for developing comprehensive school counseling programs. (Contains 50 references and 10 appendixes.) (GCP)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 469 351

Connecticut Comprehensive School Counseling Program

Developed by the

Connecticut School Counselor Association (CSCA)

in collaboration with the

Connecticut Association for Counselor Education and Supervision (CACES) and the Connecticut State Department of Education (CSDE)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

2000

BEST COPY AVAILABLE

2

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

G. KATZ

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CG031943

Connecticut Comprehensive School Counseling Program

Developed by

The Connecticut School Counselor Association
(CSCA)

With representation from

The Connecticut Association for
Counselor Education and Supervision
(CACES)

In cooperation with

The Connecticut State Department of Education
(CSDE)

Contents

Preface v
Acknowledgment vi
Introduction vii

Section 1: Overview 1
- Comprehensive Developmental School Counseling Program 1
- Guiding Principles of Developmental Guidance 1
- Program Components 2
- Elements of a Comprehensive Guidance Model 3

Section 2: Program Foundation 5
- Mission Statement 5
- Statement of Philosophy 6
- Program Goal Development 7
- Relationship of Content Areas to Goal Development 8
- Linking the Domains of Student Development with Goals 9
  (CSCA Goals, ASCA Standards, NOICC Competencies, CT Common Core of Learning)
- Coding System for Goals and Student Competencies 10
- Student Competencies 11

Section 3: Program Delivery System 29
- Curriculum Component 31
- Individual Planning Component 33
- Responsive Services Component 36
- Systems Support Component 38

Section 4: Monitoring the System 41
- Benchmarks at Transitional Periods in Student's Schooling 41
- Managing Implementation of the Curriculum and Individual Planning Components 43
- Sample Calendars 44
- School Counselor Monthly Report 48

Section 5: Needs Assessment 49

Section 6: Action Plan for Change 51
- Phase 1: Laying the Groundwork for Change 52
- Phase 2: Moving Toward a Comprehensive School Counseling Program 53
- Phase 3: Developing Program Components 54
- Phase 4: Implementing and Evaluating the Program 55
- Sample Timelines 57

Section 7: Curriculum Lessons 61

Appendices 1
- Conceptual Framework of a Comprehensive School Counseling Program 3
- Benefits of the Comprehensive School Counseling Program 4
- American School Counselor Association: A New Perspective 5
- Connecticut School-To-Career Initiative/Background Information 7
- Scope and Sequence 11
- Time and Task Analysis Log 15
- Needs Assessment Instrument 17
- Historical Guide to School Counseling Programs in Connecticut 19
- References 21
- Web Page References 23

Preface

The Connecticut Comprehensive School Counseling Program provides an important resource to Connecticut's school districts in their mission to prepare students to meet high academic standards and to become productive and contributing members of society in the 21st century. This new document represents a model that helps to prepare students for success in school, at work, in the community and in their personal relationships. Goals and competencies have been developed in the areas of personal/social, career and academic development. The curriculum integrates skills and competencies from four important sources: The American School Counselor Association's National Standards for School Counseling Programs, the Connecticut School Counselor Association's goals, the National Occupational Information Coordinating Committee competencies and Connecticut's Common Core of Learning (see matrix on page 9). By articulating what all students need to know and be able to do in these important areas, and by infusing these skills into the core academic mission of the school in a planned, sequential and developmentally appropriate way, students, schools and communities benefit.

Comprehensive school counseling programs, when fully implemented, have been shown in a variety of studies to produce major benefits for students, schools, families and communities. Students in schools with counseling programs have reported being more positive and having a greater feeling of belongingness and safety in their schools. Other studies provide data indicating that school counseling increases students' ability to concentrate and study, and that students who attend schools with counseling programs earn higher grades. The *Connecticut Comprehensive School Counseling Program* was developed in a collaborative effort by the Connecticut School Counseling Association (CSCA), the Connecticut Association for Counselor Education and Supervision (CACES) and the Connecticut State Department of Education (CSDE) to help school districts make positive changes that support and enhance student achievement and success. It is our hope that this document will be used throughout Connecticut as a model for developing comprehensive school counseling programs.

Keats Jarmon
President
Connecticut School Counselor Association

George Dowaliby
Chief
Bureau of Special Education
and Pupil Services
Department of Education

Daniel Joynt
President
Connecticut Association for Counselor Education
and Supervision

Acknowledgments

The Connecticut School Counselors Association is indebted to the individuals listed below for giving their time, support, and dedication to the preparation of this document. Their perspectives and expertise have resulted in a document that will provide direction to Connecticut school counselors into the 21st century.

Chair
Patricia Landers, Consultant; Retired Director of Guidance, Newington School System; Adjunct Faculty, Central Connecticut State University; ASCA Certified Trainer for National Standards

Project Manager
Gary Parkman, Ph.D., Consultant; Retired, Windsor School System, Assistant Principal, Sage Park Middle School; Coordinator of Guidance and Student Services for the Windsor School District; Adjunct Faculty, Central Connecticut State University

Committee Members
Nancy Aleman, Education Consultant, Connecticut State Department of Education
Thomas Bogiatzis, School Counselor, Sage Park Middle School, Windsor
Helen Chapman, Ed.D., Consultant; Retired Coordinator of School Guidance and Counseling, Bethel School System
Nancy DePalma, Ed.D., LPC, School Counselor, Hall High School; Adjunct Faculty, Central Connecticut State University; ASCA Certified Trainer for National Standards
Joy DiMaggio, School Counselor, Farmington High School; CACES Representative
David Downes, School Counselor, Sedgwick Middle School, West Hartford
Susan Hogan, School Counselor, Manchester High School
Susan Judd, LPC, School Counselor, Seymour Elementary School
Susan Leonard, Chair, Guidance Department, Cheshire High School
Marlene Silano, School Counselor, Rochambeau Middle School, Southbury.
Thomas Spiwak, School Counselor, Eli Whitney Elementary School, Enfield

Technical Assistance
Paula Bowman, Secretary, Anna Reynolds School, Newington
Deborah Koval, Publications Coordinator, Connecticut State Department of Education
CT LEARNS, Connecticut State Department of Education

Independent Reviewers
We are grateful to the following individuals for reviewing the document prior to its publication:
Delia Adorno, LPC, Retired Coordinator of Guidance, RHAM School District; Adjunct Faculty, Central Connecticut State University
Warrren R. Bourque, Retired Administrator, Newington Public Schools
Mary Jane Fascino, Student, Graduate Program in School Counseling, Central Connecticut State University

The American School Counselor Association and its National Standards for School Counseling Programs have had a significant impact on the development of the content of this document. The National Standards used to develop the 2000 Connecticut document take advantage of a comprehensive search of school counseling literature and a compilation of suggestions and ideas from practitioners from all over the country completed by ASCA.

Introduction

During the past two decades, the Connecticut School Counselor Association in collaboration with the Connecticut Association for Counselor Education and Supervision and the Connecticut State Department of Education has published and distributed several documents to school counselors in Connecticut to assist them in program development and evaluation. This guide is the latest collaborative effort to provide direction to school districts that want to improve their current program or begin the process of defining a school counseling program for the district that will address the needs of all students.

In the development of the guide, the Connecticut School Counselor Association has endorsed *the American School Counselor Association National Standards for School Counseling Programs* that were published in October 1997. These standards promote and enhance the learning process. A national standards-based program provides opportunities for all students to achieve success in school and to develop into contributing members of society. This programmatic approach helps school counselors to continuously assess students' needs, identify the barriers and obstacles that may be hindering students' success and advocate efforts to eliminate these barriers.

The ASCA National Standards define the vision for 21st century school counseling programs. The nine standards shift the focus from the traditional model of school counselors as providers of services to a program model that focuses on what students will acquire as a result of their participation in a school counseling program.

The standards facilitate student development in the three broad content areas of academic, career and personal/social development and:

- ✧ create a framework for a national model for school counseling programs;
- ✧ establish school counseling as an integral component of the academic mission of the school;
- ✧ encourage equitable access to school counseling services for all students;
- ✧ identify the key components of a developmental school counseling program;
- ✧ identify the attitudes, knowledge and skills that all students should acquire as a result of the K-12 school counseling program; and
- ✧ ensure that school counseling programs are comprehensive in design and delivered in a planned, systematic way for *all* students.

School counselors are encouraged to collaborate with each other to develop strategies for the optimal use of this standards-based guide. A personal commitment from school counselors is necessary to refine the new approach and to mount a successful campaign for its adoption as a statewide model. At the local level, it is essential that school counselors assume a leadership role by engaging in discussions with administrators, teachers, parents and Boards of Education about the restructuring of school counseling programs to meet the needs of all students.

Overview

Comprehensive Developmental School Counseling

Comprehensive developmental school counseling is designed to respond to the developmental needs of all students in a school district. The developmental approach is based on the works of developmental theorists such as Benjamin Bloom, Erik Erikson, Robert Havighurst, Lawrence Kohlberg and Jean Piaget, and it recognizes that all students move in a sequential manner toward self-understanding and self-enhancement. The developmental approach is founded on the belief that individuals experience general stages of personal/social growth and that school guidance programs must be structured to anticipate and fulfill the academic, career, and personal/social needs of all students.

The emphasis in a developmental guidance program shifts from working with individuals to working with all students through classroom guidance activities and structured group experiences. The emphasis also shifts from remediation to prevention, from crisis-based to a planned orientation, and from unplanned and unstructured approaches to a systematic approach that delivers a guidance curriculum and individual planning sessions to all students.

Guiding Principles of Developmental Guidance

The guiding principles of a developmental guidance program are provided by Robert D. Myrick, Ph.D. (1993), in *Developmental Guidance and Counseling: A Practical Approach.* He identifies the following principles of a developmental K-12 guidance program:

1. **Developmental guidance is for all students.**
   Although there will always be students who need the attention of the school counselor because of their special needs or circumstances, developmental guidance is directed to all students.
2. **Developmental guidance has an organized and planned curriculum.**
   Based upon developmental stages, skills and learning conditions, the guidance curriculum is a planned effort to provide each student with a set of skills and experiences that enhances all learning.
3. **Developmental guidance is sequential and flexible.**
   Based on experiences with students at different ages and grade levels, particular units and topics are presented to students. Flexibility is also important so that guidance lessons can accommodate student readiness as well as address new concerns.
4. **Developmental guidance is an integrated part of the total education process.**
   The guidance program is not a separate or isolated part of the educational program. It is integral to the total school program.
5. **Developmental guidance involves all school personnel.**
   Although school counselors are responsible for organizing and planning a developmental guidance program, the cooperation and support of teachers and administrators is essential to the success of the program.
6. **Developmental guidance helps students learn more effectively and efficiently.**
   All guidance goals and objectives have an educational base, and all guidance and counseling services are related to helping students get the most out of school.

Program Components

A comprehensive developmental guidance program model typically includes four major components:

The Guidance Curriculum Component consists of structured developmental experiences presented systematically to all students through classroom and group activities that address the three primary domains of human development: Academic development, career development and personal/social growth. The curriculum lessons focus on decision making, goal setting, peer relationships, self awareness, career awareness, the world of work, labor market information and educational and career planning. The counselor's responsibilities include the organization and implementation of classroom guidance lessons and group guidance.

The Individual Planning Component consists of activities that focus on assisting each student to develop, analyze and evaluate his/her education, career and personal goals and plans. Individual planning activities address the same objectives for all students in a given grade. Functions of the counselor in this component include individual advisement, placement and appraisal.

The Responsive Services Component are reactions to the immediate needs and concerns of individual students whether these concerns involve individual or group counseling, information dissemination, crisis intervention, consultation or referral.

The Systems Support Component activities are twofold. The first includes those activities that establish, maintain and enhance the preceding three program components. Activities in this component include program development, program evaluation and assessment, parent education, materials development, testing and community relations. The second aspect of systems support includes activities that support other programs in the school – testing, helping administrators and teachers identify student needs, serving on school committees and curriculum committees, etc.

These four components address skills and understandings needed to help students in the three broad domains of student development:

Academic development includes acquiring skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals.

Career development goals guide the school counseling program to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work and from job to job across the life span. Career development includes the employment of strategies to achieve future career success and job satisfaction as well as fostering an understanding of the relationship among personal qualities, education and training and the world of work. Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.

Personal/social development goals guide the school counseling program to provide the foundation for personal and social growth as students progress through school and into adulthood. Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of our society. Personal/social development helps to ensure that students successfully and safely negotiate their way into an increasingly complex and diverse world.

The comprehensive guidance model emphasizes a commitment to designing, planning, implementing and evaluating a guidance program that has a clearly defined mission with identified student competencies that are systematically addressed throughout a student's school career by school counselors in collaboration with teachers, administrators, students and parents.

Elements of a Comprehensive Guidance Model

(Gysbers 1994)

- ✧ Content (student competencies)
- ✧ Organizational Framework
- ✧ Structural components (definition, philosophy, rationale)
- ✧ Program components (curriculum, individual planning, responsive services, systems support)
- ✧ Resources (personnel, facilities, resources, advisory council)
- ✧ Time* (distribution of counselor time by program components)

Counselors should spend a minimum of 80 percent of their time providing direct services to students (curriculum, individual planning and responsive services). Systems support activities are indirect services to students. Non-guidance activities must be identified and reduced to a minimum in order to maintain the 80 percent of counselor time devoted to direct services to students.

*** Suggested Range of Counselor Time by Program Components**

Program Components	Elementary	Middle	High School
Curriculum	35-45%	25-35%	15-25%
Individual Planning	10-30%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
Systems Support	10-15%	10-15%	15-20%

School counselors have long sought a clear, professional definition of their role and function. The comprehensive school counseling program model with its four components of curriculum, individual planning, responsive services and systems support provides just such a definition. This document provides a guide for Connecticut school counselors to implement these components to create a systematic, prevention-oriented program that serves *all* students.

Program Foundation

Mission Statement

One of the essential aspects of the foundation for a school counseling program is the mission statement. In the early development of the school counseling program, it is critical to determine a mission statement that gives overall direction and vision to the program. The statement should be specific, concise, and clear as to the intent of the school counseling program.

Sample Mission Statements:

Sample 1:
To assist all students to grow academically, personally, socially and vocationally.

Sample 2:
To provide all students with a comprehensive developmental school counseling program which gives them an opportunity to gain an understanding of self and others, and to participate in educational and occupational exploration, and in career planning in an environment that is safe, caring and encouraging.

Sample 3:
To facilitate the development of all students to reach their potential as productive human beings and prepare them to function effectively in a changing society.

Sample 4:
To provide all students with a developmental school counseling program with specific objectives that focus on their academic, personal, social and career needs.

Sample 5:
To promote and enhance students' educational, learning experiences through the development of skills in the realms of academic, career and personal/social domains of student growth and development.

(CCSU Graduate Students, 1999)

Statement of Philosophy

A statement of philosophy for the school counseling program, K-12, identifies the centrality of school counseling within the educational process. It is based on the local school district's beliefs about student educational growth and development, the nature of students and how they learn, and the competencies that students will acquire as a result of their participation in the school counseling program.

Sample Statements of Philosophy:

Sample 1:

The Manchester Comprehensive Developmental School Guidance and Counseling program is designed to address the developmental needs of all students. It is in alignment with the goals established by the Manchester Board of Education, Connecticut's Common Core of Learning and the American School Counselor Association (ASCA) National Standards for School Counseling Programs. Employing a planned and systematic program, each student will develop his/her individual potential in the areas of academic development, personal/social development and career development. The counseling program is an integral part of the total educational program through which students prepare for meaningful and rewarding lives as productive members of a changing society. In so doing, counselors will function in a number of different capacities including: counselor, consultant, teacher, manager and role model. Counselors work as a team in conjunction with teachers, administrators, parents and community members to assist students in the achievement of these goals. (Courtesy of Manchester Public Schools)

Sample 2:

School guidance may be viewed as an educational philosophy as well as a distinct, defined program of services. As a philosophy, guidance is founded on the belief that each student possesses intrinsic worth and specific rights, and is a unique and dynamic personality capable of person growth and self-direction. As a program of services, guidance is preventive, developmental and remedial in nature. The former identifies appropriate developmental needs through a planned sequential program of individual, group and classroom activities. Developmental guidance services look toward meeting the needs of all students and developing positive attitudes/skills in the areas of self-awareness, interpersonal relations, educational awareness/decision making, and career awareness/goal setting and decision making. While the developmental aspect of the guidance program focuses on prevention and developing coping skills, the remedial aspect of the program ensures the provision of services that respond to immediate needs and concerns of students whether these concerns involve information, counseling, consultation, crisis intervention or referral. It is collaborative in nature and depends on the continuing support of school staff, students and parents. (Courtesy of Newington Public Schools)

Sample 3:

Guidance services are predicated on the understanding that each student is a unique, developing, capable individual who will learn from experience and grow personally, socially and educationally throughout adolescence. Respectful of individual differences, the program assists and support students as they begin to understand themselves, develop decision making and problem solving skills, and plan for the future. In addition to disseminating necessary and important educational and career information, the program seeks to promote each student's desire to maximize his/her potential in preparation for success in further education or a career. Counseling promotes effective communication and life planning skills that help students grow into responsible adults.

Ultimately designed to promote autonomy and a sense of personal responsibility in an increasingly complex diverse society, the guidance program is vital to young people as they learn to cope with and emerge into adulthood. (Courtesy of West Hartford Public Schools)

Program Goal Development

It is important to establish broad goals for the school district's school counseling program that are written in terms of student competencies.

Five major sources are suggested as a starting point in developing goals:

1. *Developmental Guidance and Counseling*, (Robert D. Myrick, 1994)
   Developmental Goals and Objectives

2. *National Career Development Guidelines*, NOICC (1990)
   Career Development Competencies (Elementary, Middle, High School)

3. *ASCA National Standards for Counseling Program*, American School Counselor Association (1997)
   National Standards for School Counseling Programs

4. *The Connecticut Common Core of Learning*, Connecticut Department of Education (1998),
   Foundational Skills and Competencies, Understandings and Applications and Aspects of Character

5. *Life Career Development Model* (Gysbers and Henderson, 1994)
   Self-Knowledge and Interpersonal Skills, Life Roles, Settings and Events, Life Career Planning

The nine standards developed by the American School Counselor Association (ASCA) are used as a basis for overall program goal development for the purpose of this guide. The following description explains the goals for each content area (domain) of student development:

Academic—Learning to Learn

Activities in the academic content area help young people choose experiences appropriate for them, which will in turn enable them to get the most out of each learning situation. The new basics for the "Information Age" or the "Age of Technology" that we are entering include decision making skills, problem solving, critical thinking, logical reasoning, goal-setting, technological literacy, transition skills, interpersonal skills and the ability to organize and manage information.

Goal 1: Skills for Learning
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Goal 2: School Success
Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Goal 3: Academics to Life Success
Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Career/Vocational—Learning to Earn

The career content area includes the development of a positive attitude toward work and the development of skills that will assist students in making a positive transition from school to work and from job to job. Additional goals include an awareness of career lifestyle options, occupational information, school and training requirements, and an awareness of how these goals relate to work values, aptitudes, interests, abilities and personality.

Goal 4: Investigate Careers
Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Goal 5: Career Success
Students will employ strategies to achieve future career success and satisfaction.

Goal 6: Relationship between School and Work
Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal/Social—Learning to Live

The personal/social domain includes activities that assist the student in the development of interpersonal skills with individuals and groups. It is based on student goals that relate to education, career, life success and the development of a strong positive self-concept. Knowledge of self, "Who Am I?" continues to be a major goal of education.

Goal 7: Respect for Self/Others
Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Goal 8: Goal Setting/Attainment Skills
Students will make decisions, set goals and take the necessary action to achieve goals.

Goal 9: Survival and Safety Skills
Students will understand safety and survival skills.

Relationship of Content Areas to Sources of Goal Development

The following chart illustrates the relationship of the program content areas (domains) of student development and *CSCA* goals to three sources of goal development:

1. The nine *ASCA Standards for School Counseling Program*;
2. The *National Career Development Guidelines (NOICC)*; and
3. *Connecticut's Common Core of Learning*.

The relationship is for global understanding only and should not be understood as a perfect match.

Linking the Common Domains of Student Development with CSCA Goals, ASCA National Standards for School Counseling Programs, NOICC Competencies and Connecticut's Common Core of Learning

Domain (Content Area)	CSCA GOALS (Strands)	ASCA Standards (Goals)	NOICC (Competencies)	CT Common Core (Skills/Competencies)
Academic	Skills for Learning	**Standard 1:** Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	**Competency 4:** Awareness of the benefits of educational achievement. **Competency 5:** Awareness of the relationship between work and learning.	o Students will explore the information and arguments from various points of view to think critically and creatively and to solve problems.
	School Success	**Standard 2:** Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	**Competency 6:** Skills to understand and use career information.	o Students will learn how to apply the academic, critical, practical, technical and employability skills needed for success in higher education and the work place and to manage their lives.
	Academics to Life Success	**Standard 3:** Students will understand the relationship of academics to the world of work and to life at home and in the community.	**Competency 7:** Awareness of the importance of personal responsibility and good work habits. **Competency 8:** Awareness of how work relates to the needs and functions of society.	o Students will actively explore the world of ideas. o Students will demonstrate the effort and persistence needed to be successful in school, work and life.
Career	Investigate Careers	Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	**Competency 9:** Understanding of how to make decisions. **Competency 10:** Awareness of the interrelationship of life roles.	o Students will embrace career as a part of their future; acquire employable skills; demonstrate positive attitudes toward work; demonstrate attitudes and habits that are valued in the workplace; explore a range of careers; acquire knowledge of one of CT eight career clusters; explore postsecondary educational opportunities; manage data and use problem-solving and analytical skills to make reasoned decisions.
	Career Success	Standard 5: Students will employ strategies to achieve future career success and satisfaction.	**Competency 11:** Awareness of different occupations and changing male/female roles.	
	Relationship Between School and Work	Standard 6: Students will understand the relationship between personal qualities, education and training and the world of work.	**Competency 12:** Awareness of the career planning process.	
Personal/ Social	Respect for Self and Others	Standard 7: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	**Competency 1:** Knowledge of the importance of self-concept. **Competency 2:** Skills to interact with others.	o Students will work and learn independently and collaboratively as part of a team. o Students will gain knowledge and understanding of other cultures. o Students will demonstrate a sense of ethics and take responsibilities for their actions. o Students are active, constructive members of the larger community. o Students will develop and maintain behaviors that promote lifelong health. o Students will understand the implications of living in a finite world. o Students will understand the role of systems throughout our society. o Students will understand the dynamic nature of society and the universality of change.
	Goal Setting/ Goal Attainment Skills	Standard 8: Students will make decisions, set goals, and take necessary action to achieve goals.	**Competency 3:** Awareness of the importance of change and growth.	
	Survival and Safety Skills	Standard 9: Students will understand safety and survival skills.		

Coding System for Goals and Student Competencies

The following pages identify the nine CSCA School Counseling Program goals that are based on the American School Counselor Association National Standards for School Counseling Programs and list student competencies for each of the goals by grade. Each student competency is coded to indicate the content area, the goal statement to which if refers, the grade level and the number of the competency under the grade level.

Explanation of Coding:

Content Areas

A = Academic
C = Career
P/S = Personal/Social

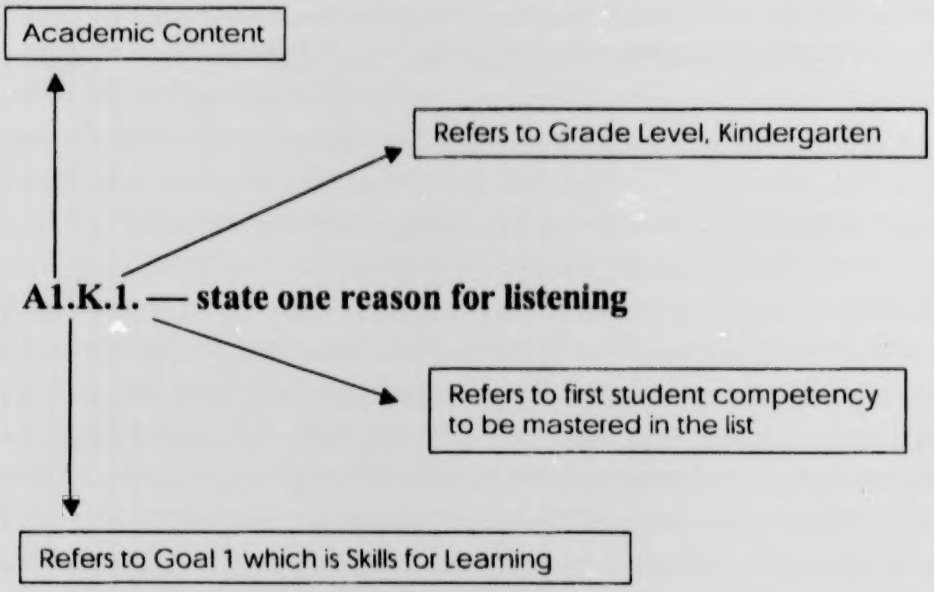
Example of a Goal and Competency Statement

Goal 1: Skills for Learning
The student acquires the attitudes, knowledge, aptitudes and skills that contribute to effective learning in school.

Grade —Kindergarten Competencies

A1.K.1 – state one reason for listening
A1.K.2 – identify where he/she learns
A1.K.3 – state tasks learned in school

Coding Explanation for A1.K.3 Student Competency


Academic Content
Refers to Grade Level, Kindergarten
A1.K.1. — state one reason for listening
Refers to first student competency to be mastered in the list
Refers to Goal 1 which is Skills for Learning

Student Competencies

The following competencies guide students to successful goal achievement:

Goal 1 – Skills for Learning
The student acquires the attitudes, knowledge, aptitudes and skills that contribute to effective learning in school.

Student Competencies

The student will:

Kindergarten:

A1.K.1 — state one reason for listening.
A1.K.2 — identify where he/she learns.
A1.K.3 — state tasks learned in school.

Grade 1:

A1.1.1 — state the importance of learning.
A1.1.2 — recognize making mistakes is part of learning.
A1.1.3 — practice effective speaking, listening and inquiry skills.
A1.1.4 — review the importance of listening.
A1.1.5 — name two things learned in school.
A1.1.6 — review and expand upon skills needed to learn in school.

Grade 2:

A1.2.1 — apply one thing learned at school to a home situation.
A1.2.2 — show awareness of the relationship between learning and effort.
A1.2.3 — work with and without direct supervision, both independently and with others.

Grade 3:

A1.3.1 — describe the rights and responsibilities of self and others.
A1.3.2 — explore the impact of a positive attitude on school success.
A1.3.3 — compare a planning process to a trial and error approach (decision making).

Grade 4:

A1.4.1 — recognize that people learn in different ways.
A1.4.2 — recognize his/her personal style of learning.
A1.4.3 — examine the impact study skills have on school achievement.

Grade 5:

A1.5.1 — identify support systems for academic and interpersonal issues that may arise at school.
A1.5.2 — describe one way to take responsibility for a decision.
A1.5.3 — practice stress relieving strategies when confronted with a problem.

Grade 6:

A1.6.1 — report name, role, and function of the school counselor.
A1.6.2 — identify situations in which he/she needs to ask for help.
A1.6.3 — demonstrate knowledge of services provided by the school counselor.
A1.6.4 — list necessary ingredients of a positive learning environment.
A1.6.5 — identify and examine the skills that help young people become capable individuals.
A1.6.6 — record homework assignments on a daily/weekly basis.
A1.6.7 — demonstrate effective listening skills in the classroom environment.

A1.6.8 — demonstrate ability to work cooperatively in a group.
A1.6.9 — identify situations where it is necessary to set a goal.
A1.6.10 – be aware of the process in reaching a goal.
A1.6.11 – identify situations in which he/she needs to ask for help.

Grade 7:

A1.7.1 — implement effective organizational study and test-taking skills.
A1.7.2 — define focus or control in managing schoolwork.
A1.7.3 — use time management techniques in handling homework responsibility.
A1.7.4 — acquire knowledge and skills to work effectively with people regardless of race, ethnicity, or culture.

Grade 8:

A1.8.1 — apply time management and task management skills.
A1.8.2 — demonstrate how effort and persistence positively affect learning.
A1.8.3 — demonstrate the ability to work cooperatively with other students.
A1.8.4 — demonstrate dependability, productivity, and initiative.

Grade 9:

A1.9.1 — be aware of the procedures to be followed in seeking help from one's counselor.
A1.9.2 — review a variety of organizational, time-management, and study-skills systems and name additional resources to help improve study skills.
A1.9.3 — identify his/her personal learning style preference.
A1.9.4 — define learning style preferences and their impact on success.
A1.9.5 — identify causes for test anxiety and list strategies for alleviating this stress.
A1.9.6 — list reasons for having and meeting deadlines.

Grade 10:

A1.10.1 – demonstrate understanding of his/her strengths and weaknesses in planning an academic program.
A1.10.2 – compare and contrast learning styles and their implications for academic achievement.
A1.10.3 – evaluate and modify time management techniques and study skills in response to higher levels of learning.
A1.10.4 – apply techniques for reducing test anxiety.
A1.10.5 – identify attitudes and behaviors that contribute to academic performance.

Grade 11:

A1.11.1 – demonstrate effective listening and communication skills in relation to successful goal attainment.
A1.11.2 – apply test taking strategies for the PSAT, SAT, ACT, or other standardized tests.
A1.11.3 – demonstrate responsibility for student achievement.
A1.11.4 – be able to work independently as well as cooperatively with others.
A1.11.5 – be able to communicate learned academic knowledge with others.

Grade 12:

A1.12.1 – meet graduation requirements.
A1.12.2 – select courses designed to meet long-term career and educational goals.
A1.12.3 – demonstrate effective listening and communication skills in relation to successful goal attainment.
A1.12.4 – demonstrate dependability, productivity, initiative, independence and the ability to work cooperatively.

Goal 2 – School Success
The student employs strategies to achieve success in school.

Student Competencies

The student will:

Kindergarten:

A2.K.4 — describe how learning encourages independence.
A2.K.5 — be aware of role and function of school counselor.
A2.K.6 — state the importance of following school and classroom rules.
A2.K.7 — identify school counselor by name and title.
A2.K.8 — recognize their phone number and address.
A2.K.9 — state one reason why self-control is important to school success.
A2.K.10 – demonstrate a sense of belonging to his/her school.
A2.K.11 – learn about problem solving strategies needed in school, at home or elsewhere.

Grade 1:

A2.1.7 — recall and recognize school rules.
A2.1.8 — be aware of the services provided by school counselor.
A2.1.9 — practice self-control and individual responsibility.
A2.1.10 – demonstrate a sense of belonging to family, school and community.
A2.1.11 – be aware of focusing on tasks.
A2.1.12 – name two ideas learned from the counselor.
A2.1.13 – learn to distinguish between big and little choices.

Grade 2:

A2.2.4 — apply school rules appropriately.
A2.2.5 — describe role and services of the school counselor.
A2.2.6 — review need for focusing on a task and determine its importance in decision making.
A2.2.7 — describe what is meant by a sense of belonging.
A2.2.8 — demonstrate the ability to follow instructions and to complete assignments.
A2.2.9 — demonstrate the ability to assert boundaries, rights and personal privacy.

Grade 3:

A2.3.4 — demonstrate basic goal setting techniques.
A2.3.5 — describe their thought process before a decision is made.
A2.3.6 — list steps in a decision-making model.
A2.3.7 — recognize the consequences of decisions.

Grade 4:

A2.4.4 — develop and implement a plan of action for improving academic skills.
A2.4.5 — describe how he/she uses time and identify areas he/she needs to change for school success.
A2.4.6 — discuss choices and consequences.
A2.4.7 — recognize the importance of following directions.

Grade 5:

A2.5.4 — discuss common problems that can arise in school.
A2.5.5 — demonstrate cooperative learning skills during small group work.
A2.5.6 — develop a step-by-step plan for completing homework assignments.
A2.5.7 — apply steps in the decision-making process.

Grade 6:

A2.6.12 – become aware of relationship of academic performance to future educational choices.
A2.6.13 – analyze the impact of positive thinking on a school learning situation.
A2.6.14 – participate in a discussion of strategies for meeting the challenges of the middle school environment.
A2.6.15 – examine the impact of pressure and stress on problem solving.
A2.6.16 – learn that decision making involves risks, benefits and consequences.
A2.6.17 – practice a technique for making decisions.

Grade 7:

A2.7.5 — describe personal attitudes and beliefs.
A2.7.6 — explore educational and work alternatives in relationship to interests and values.
A2.7.7 — identify two ways decisions about education and work relate to other major life decisions.
A2.7.8 — describe stereotypes and discrimination behaviors that limit opportunities in certain occupations.
A2.7.9 — apply critical thinking and decision-making skills in academic situations.

Grade 8:

A2.8.5 — review ninth grade course selections in light of high school graduation requirements.
A2.8.6 — explore short- and long-term goal setting and attainment planning.
A2.8.7 — demonstrate effective internal control in handling academic responsibilities.
A2.8.8 — illustrate ability to work with a group in making group decisions.
A2.8.9 — demonstrate independence in managing school responsibilities.
A2.8.10 – select courses that reflect abilities, goals and graduation requirements.

Grade 9:

A2.9.7 — be able to name and locate his/her counselor as well as other school personnel.
A2.9.8 — be aware of graduation requirements, high school course credit, attendance policy and school rules.
A2.9.9 — be able to identify the differences in school environment between middle and high school.
A2.9.10 – apply short- and long-term goal setting techniques in academic setting.
A2.9.11 – apply the study skills necessary for academic success.
A2.9.12 – seek information and support from faculty, staff, family, and peers that positively influences academic achievement.
A2.9.13 – understand the concept of locus of control.

Grade 10:

A2.10.6 – know the requirements for promotion and graduation.
A2.10.7 – use the knowledge of learning styles to positively influence academic performance.
A2.10.8 – use assessment results in educational planning.
A2.10.9 – develop a program of studies that maximizes academic achievement and ability.

Grade 11:

A2.11.6 – review requirements for graduation and select appropriate courses.
A2.11.7 – identify the correlation between classroom performance and success in school.
A2.11.8 – use problem-solving/decision-making skills to assess progress towards educational goals.
A2.11.9 – identify postsecondary options consistent with interests, achievements, aptitudes and abilities.
A3.11.10 –demonstrate an understanding of what influences decision making.
A3.11.11 –learn to make decisions that are in one's best interest.

Grade 12:

A2.12.5 – review and modify organizational time management and study skills on an ongoing basis.
A2.12.6 – identify and access additional resources to assist in improving academic performance.
A2.12.7 – develop a personal action plan and identify steps to accomplish it.

Goal 3 – Academics to Life Success
The student understands the relationship of academics to the world of work and to life at home and in the community.

Student Competencies

The student will:

Kindergarten:

A3.K.12 – describe how reading, writing and mathematics are fundamental to life.
A3.K.13 – define manners and the role they play in getting along with others.
A3.K.14 – practice raising their hand before answering during class discussions.

Grade 1:

A3.1.14 – state the importance of cooperating in a group.
A3.1.15 – demonstrate cooperation by taking turns in the classroom.
A3.1.16 – demonstrate patience when waiting his/her turn.

Grade 2:

A3.2.10 – review the need to take turns in the classroom.
A3.2.11 – make connection between academics and the world of work.
A3.2.12 – develop an awareness of the decision making process.

Grade 3:

A3.3.8 — recognize that learning occurs at all ages.
A3.3.9 — discuss what it means to belong to a school community.
A3.3.10 – explore the impact of a drug-free lifestyle on academics and careers.

Grade 4:

A3.4.8 — recognize steps in producing a product or task of interest.
A3.4.9 — describe the responsibilities of a citizen.
A3.4.10 – discuss why people need laws and government.

Grade 5:

A3.5.8 — discuss how inappropriate choices can compromise community living.
A3.5.9 — explore interests as they relate to school subjects and careers.
A3.5.10 – explore the relationship between educational goals in elementary school and career planning.

Grade 6:

A3.6.18 – describe skills needed in a variety of occupations.
A3.6.19 – classify individual interests and abilities as they relate to career goals.
A3.6.20 – discuss reasons employers reject job applicants.

Grade 7:

A3.7.10 – define locus of control in managing schoolwork.
A3.7.11 – apply critical thinking and decision making skills to academic and personal situations.
A3.7.12 – use time management techniques in handling homework responsibilities.
A3.7.13 – identify causes of stress and be able to list ways of managing stress.

Grade 8:

A3.8.11 – elect school and community activities that match goals and future interests.
A3.8.12 – understand the benefits of completing high school.
A3.8.13 – relate personal attributes to realistic educational goals.
A3.8.14 – demonstrate the relationship between careers and school subjects.

Grade 9:

A3.9.14 – determine sources of stress in his/her own lives and apply locus of control concepts.
A3.9.15 – identify healthy and unhealthy ways of coping with stress.
A3.9.16 – be able to balance academic assignments, extracurricular activities, family life and leisure time activities in a healthy, productive manner.

Grade 10:

A3.10.10 – explain the rationale and application of standardized testing.
A3.10.11 – demonstrate internal locus of control in academic motivation and achievement.
A3.10.12 – seek and undertake experiences within school and the community that enhance coursework.
A3.10.13 – be aware of the correlation between school success and the positive transition to one's community/career path.

Grade 11:

A3.11.12 – be aware of the relevance of standardized test scores in predicting academic success in various areas.
A3.11.13 – be aware of the characteristics of a college environment especially as it differs from high school.
A3.11.14 – be aware of similarities and differences of school environment and the world of work.
A3.11.15 – demonstrate the relationship between careers and school subjects.

Grade 12:

A3.12.8 — demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.
A3.12.9 — seek co-curricular and community experiences to enhance the school experience.
A3.12.10 – state the relationship between learning and work.
A3.12.11 – demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
A3.12.12 – show how school success and academic achievement enhance future career and vocational opportunities.

Goal 4 – Investigate Careers
The student acquires the skills to investigate the world of work in relation to knowledge of self and to make career choices.

Student Competencies

The student will:

Kindergarten:

C4.K.15 – identify personal likes and dislikes.
C4.K.16 – define "work" and recognize that all people work.
C4.K.17 – share feelings and listen with respect to the feelings of others.
C4.K.18 – recognize that all careers are acceptable to any gender.

Grade 1:

C4.1.17 – recognize that all careers are acceptable to any gender.
C4.1.18 – take turns helping with simple tasks and discuss feelings associated with this exercise.
C4.1.19 – identify likes and dislikes.

Grade 2:

C4.2.13 – recognize that people differ in likes, interests, and talents.
C4.2.14 – display an awareness of the dignity in all careers.
C4.2.15 – demonstrate understanding of why work is divided among many people.

Grade 3:

C4.3.11 – recognize that everyone can contribute something to others.
C4.3.12 – explore the value of talents and interests in performing important tasks.
C4.3.13 – identify school and community resources for career information.

Grade 4:

C4.4.11 – identify three jobs of a student.
C4.4.12 – describe how the role of student is like that of adult workers.
C4.4.13 – participate in a discussion of the relationship between interests and career satisfaction.

Grade 5:

C4.5.11 – explore the concept of clustering careers and learn about jobs within those clusters.
C4.5.12 – identify jobs within career clusters based on a number of attributes including educational requirements.
C4.5.13 – describe how career development is a continuous process within a series of choices.

Grade 6:

C4.6.21 – list three jobs he/she thinks would be interesting to do as an adult.
C4.6.22 – describe skills related to specific occupations.
C4.6.23 – demonstrate an awareness of one or more career clusters.

Grade 7:

C4.7.14 – be aware of available secondary school opportunities.
C4.7.15 – demonstrate an awareness of job classifications.
C4.7.16 – investigate the implications of sex role stereotyping in career planning.
C4.7.17 – research a number of career options based on a career interest survey.

Grade 8:

C4.8.15 – demonstrate the relationship between careers and high school subjects.
C4.8.16 – recall career options developed from a career interest survey.
C4.8.17 – investigate a career option by interviewing a worker in the selected field.

Grade 9:

C4.9.17 – be aware of and use career resources available at the high school and in the Career Resource Center.
C4.9.18 – become aware of one's own abilities, skills, interests, experiences, and values as they relate to career options.
C4.9.19 – pursue hobbies and areas of extra curricular interests.

Grade 10:

C4.10.14 –complete a career interest survey.
C4.10.15 –become knowledgeable about the use of career materials and equipment, and related sources.
C4.10.16 –investigate an individual career based on results of interest survey and knowledge of career clusters.
C4.10.17 – make educated career planning decisions.

Grade 11:

C4.11.16 – assess strengths based on high school performance.
C4.11.17 – recall what is necessary to complete graduation requirements.
C4.11.18 – set short- and long-term career goals.
C4.11.19 – pursue and develop competencies in one's area of career interest.

Grade 12:

C4.12.13 – complete career assessments to identify potential occupations suited to interests, values, and abilities.
C4.12.14 – summarize the importance of responsibility, dependability, punctuality, integrity and effort in the workplace.

Goal 5 – Career Success
Students will employ strategies to achieve future career success and satisfaction.

Student Competencies

The student will:

Kindergarten:

C5.K.19 – identify jobs within the classroom.
C5.K.20 – recognize that all people work either at home or in the workplace.
C5.K.21 – see the role of student as an important job.

Grade 1:

C5.1.20 – identify and describe responsibilities/jobs at home.
C5.1.21 – recognize the importance of planning.
C5.1.22 – recognize the job tasks of school personnel and community workers.

Grade 2:

C5.2.16 – define the terms of work/careers.
C5.2.17 – list various choices in given situations.
C5.2.18 – list three reasons why someone chooses a job.
C5.2.19 – identify three factors important in occupational choices.
C5.2.20 – identify school and community resources for career information.
C5.2.21 – define the concept of future.
C5.2.22 – project stated desires into the near future.

Grade 3:

C5.3.14 – recognize that work/career choices are influenced by interests and abilities.
C5.3.15 – define hobbies and leisure activities.
C5.3.16 – explore the role of courage in learning new skills and having new experiences.

Grade 4:

C5.4.14 – identify personal hobbies and leisure activities related to interests and abilities.
C5.4.15 – define the concept of "future" and imagine what careers might be like in the future.
C5.4.16 – explain how work helps students to achieve personal success.

Grade 5:

C5.5.14 – relate personal hobbies, leisure activities and academic abilities to career choices.
C5.5.15 – assess their interests, abilities, strengths, and weaknesses.
C5.5.16 – develop an awareness of career opportunities.

Grade 6:

C5.6.24 – analyze the effectiveness of decisions students have made.
C5.6.25 – state five goals they would like to achieve within five years.
C5.6.26 – examine the value rules have in the workplace and in school.

Grade 7:

C5.7.18 – be aware of available secondary school opportunities.
C5.7.19 – be aware of job classifications.
C5.7.20 – investigate the implications of sex role stereotyping in career planning.

Grade 8:

C5.8.18 – explore course opportunities and requirements of the high school program.
C5.8.19 – relate standardized test scores to course level recommendations.
C5.8.20 – demonstrate knowledge of academic and vocational programs offered in the high school.

Grade 9:

C5.9.20 – review the career information resources used in grades 7 and 8.
C5.9.21 – recognize the usefulness of standardized testing and other assessments in personal planning.
C5.9.22 – demonstrate knowledge of the Connecticut Career Clusters.
C5.9.23 – develop a career-planning portfolio.

Grade 10:

C5.10.18 – identify abilities, interests, and values as they relate to career planning.
C5.10.19 – compare attitudes and behaviors that contribute to gender bias and stereotyping of career patterns of men and women.
C5.10.20 – recognize traditional and nontraditional occupations as they relate to career choice.
C5.10.21 – demonstrate knowledge of the Tech Prep or Career Exploration programs.
C5.10.22 – pursue experiences within the school such as job shadowing, internships, and occupational interviews in an effort to help the decision-making process.
C5.10.23 – assess and revise the career planning portfolio.

Grade 11:

C5.11.20 – develop a personal career plan for the future, considering interests, aptitudes and abilities.
C5.11.21 – discuss the implications of sex stereotyping in career planning.
C5.11.22 – recognize how changing economic and societal needs influence employment trends and job opportunities.
C5.11.23 – assess and modify academic programming in order to support career goals.
C5.11.24 – assess and revise the career planning portfolio.

Grade 12:

C5.12.15 – employ strategies to achieve future career success and satisfaction.
C5.12.16 – apply decision-making skills to career planning and career transitions.
C5.12.17 – reevaluate personal skills, interests, and abilities and take the appropriate next step toward postsecondary career preparation.
C5.12.18 – use developed decision-making skills to make long- and short-range future plans.
C5.12.19 – practice learned decision-making skills in postgraduate planning.
C5.12.20 – identify and complete required steps toward transition from high school to postsecondary training or work.

Goal 6 – Relationship between School and Work
The student will understand the relationship between personal qualities, education and training and the world of work.

Student Competencies

The student will:

Kindergarten:

C6.K.22 – match school personnel to their jobs and locations.
C6.K.23 – identify a number of careers outside the school environment.
C6.K.24 – explore the role of the school counselor and identify the school counselor by name.

Grade 1:

C6.1.23 – explain parent's job in relation to the community.
C6.1.24 – describe what a first grade student wears to school each day.
C6.1.25 – explore diversity as a strength in a community.

Grade 2:

C6.2.23 – recognize that an individual's personality influences work/career choices.
C6.2.24 – discuss how people get positive feelings from the work they do.
C6.2.25 – discuss "wants" versus "needs" as related to work and income.

Grade 3:

C6.3.17 – explore how academics are required in the working world.
C6.3.18 – recognize why people choose certain work activities and that choices may change.
C6.3.19 – recognize that when one makes a choice there is always an effect of that decision.

Grade 4:

C6.4.17 – examine how careers relate to needs and functions of society.
C6.4.18 – describe personal qualities necessary for getting and keeping a job.
C6.4.19 – examine negotiation as a strategy for success on the job.

Grade 5:

C6.5.17 – compare the effect of personal characteristics on career success.
C6.5.18 – report on how the amount of education needed for different occupational levels varies.
C6.5.19 – examine learning in school as related to future career success.

Grade 6:

C6.6.27 – describe skills needed in a variety of occupations.
C6.6.28 – classify individual interests and abilities as they relate to career goals.
C6.6.29 – discuss how gaining more information increases options.
C6.6.30 – discuss reasons employers reject job applications.

Grade 7:

C6.7.21 – describe personal attitudes and qualities.
C6.7.22 – explore educational and work alternatives in relationship to interests and values.
C6.7.23 – identify two ways decisions about education and work relate to other major life decisions.

Grade 8:

C6.8.21 – brainstorm examples of stereotyping regarding role and gender in occupations.
C6.8.22 – describe the advantages or disadvantages of various life role options influencing career planning.
C6.8.23 – demonstrate knowledge of academic and vocational programs offered.
C6.8.24 – explain the relationship between careers and school subjects.

Grade 9:

C6.9.24 – review relationship of subject selection to career preparation.
C6.9.25 – enroll in subjects that support career aspirations.
C6.9.26 – describe ways that occupational skills are acquired through leisure or school activities.

Grade 10:

C6.10.24 – become aware of types of applications, e.g., employment, educational, scholarship.
C6.10.25 – identify steps in the application process.
C6.10.26 – compare the application process for employment with the process for higher education.
C6.10.27 – identify factors of importance in interviews.
C6.10.28 – demonstrate proper and improper interviewing behaviors.
C6.10.29 – make specific course selections that support post high school aspirations.
C6.10.30 – describe personal strengths and weaknesses in relationship to postsecondary education and training requirements.
C6.10.31 – investigate educational and vocational alternatives in relationship to interests, abilities and future goals.
C6.10.32 – demonstrate an understanding of diversity in the workplace.

Grade 11:

C6.11.25 –investigate educational and work alternatives in relationship to interests, abilities and future goals.
C6.11.26 – complete an application for employment.
C6.11.27 – create a set of possible interview questions.
C6.11.28 – role-play different types of interviews using proper behaviors.
C6.11.29 – demonstrate an awareness of the need for deadlines.
C6.11.30 – recognize the importance and role of a resume in the application process.
C6.11.31 – complete a personal data inventory or checklist and use it to form a resume.
C6.11.32 – make specific course selections that support post-high-school aspirations.
C6.11.33 –demonstrate communication skills necessary in an interview.
C6.11.34 – learn to convey positive qualities and assets during an interview.

Grade 12:

C6.12.21 – recognize the relationship between personal qualities, education and training, and the world of work.
C6.12.22 – recognize the relationship between educational achievement and career success.
C6.12.23 – explain how work can help to achieve personal success and satisfaction.
C6.12.24 – recognize that the changing workplace requires lifelong learning and acquiring new skills.
C6.12.25 – apply academic and employment readiness skills in work-based learning situations such as internships, job shadowing, and/or mentoring experiences.
C6.12.26 – identify abilities, skills, accomplishments and personal qualities in preparation for a college and/or interview.

Goal 7 – Respect Self and Others
The student acquires the knowledge, attitudes and interpersonal skills to help understand and respect self and others.

Student Competencies

The student will:

Kindergarten:

P/S7.K.25 – identify and express feelings.
P/S7.K.26 – recognize one's body as being special.
P/S7.K.27 – recognize various interpersonal relationships in their lives.
P/S7.K.28 – list people and activities they enjoy.
P/S7.K.29 – identify three of his/her basic physical characteristics.
P/S7.K.30 – recognize the vocabulary associated with the expression of feelings.
P/S7.K.31 – identify the feelings of happiness, sadness, and anger.
P/S7.K.32 – discuss manners and the role they play in building friendships.

Grade 1:

P/S7.1.26 – demonstrate ways to make and keep friends.
P/S7.1.27 – name three things he/she likes about himself/herself.
P/S7.1.28 – recognize likenesses and differences in self and others.
P/S7.1.29 – state two ways people can cope with a problem.

Grade 2:

P/S7.2.26 – describe roles and responsibilities of family members.
P/S7.2.27 – describe activities he/she participates in as a family member.
P/S7.2.28 – name three things he/she likes about himself/herself.
P/S7.2.29 – illustrate a situation that evokes happiness, sadness, or anger.
P/S7.2.30 – illustrate two activities he/she can do well.
P/S7.2.31 – illustrate two activities he/she cannot do well.
P/S7.2.32 – name two ways others differ from him/her.

Grade 3:

P/S7.3.20 – list five personal characteristics about himself/herself.
P/S7.3.21 – describe three ways in which people differ in skills and abilities.
P/S7.3.22 – explore communication and the role it plays in getting along with others.

Grade 4:

P/S7.4.20 – be aware of the impact that actions and words have on others.
P/S7.4.21 – describe assertive ways to deal with anger and/or conflict.
P/S7.4.22 – discuss ways to solve problems with friends.
P/S7.4.23 – learn what his/her actions and words communicate about them.

Grade 5:

P/S7.5.20 – relate feelings in a socially acceptable manner.
P/S7.5.21 – summarize five positive ways to respond to negative comments.
P/S7.5.22 – discuss one's responsibilities within the home, school, and community settings.
P/S7.5.23 – demonstrate the ability to share and work cooperatively on group tasks.

Grade 6:

P/S7.6.31 – assess interests, likes, and dislikes.
P/S7.6.32 – identify components of assertiveness training.
P/S7.6.33 – identify the responsibilities associated with "belonging" to a school, town, state or country.

P/S7.6.34 – recall effective listening skills.
P/S7.6.35 – demonstrate interviewing techniques.
P/S7.6.36 – illustrate three forms of nonverbal communications.
P/S7.6.37 – correctly interpret three nonverbal expressions of feelings.
P/S7.6.38 – illustrate how one's actions or behavior affects others.
P/S7.6.39 – describe the conflict resolution process.

Grade 7:

P/S7.7.24 – summarize the factors influencing effective friendship.
P/S7.7.25 – demonstrate an awareness of the negative aspects of cliques.
P/S7.7.26 – demonstrate skills for effectively interacting with others.
P/S7.7.27 – identify personal interests, abilities and strengths.
P/S7.7.28 – investigate opportunities for volunteer work in their school or community.
P/S7.7.29 – recognize the role their values and beliefs play in setting goals.

Grade 8:

P/S7.8.25 – discuss the importance of valuing gender differences.
P/S7.8.26 – demonstrate the importance of listening skills.
P/S7.8.27 – role play assertive responses to real-life situations that might occur with friends.
P/S7.8.28 – demonstrate effective decision-making skills that lead to positive interpersonal relationships and socialization.
P/S7.8.29 – illustrate problem-solving techniques through communication.
P/S7.8.30 – demonstrate ways of communicating feelings appropriately.

Grade 9:

P/S7.9.27 – recognize the impact of change and transition.
P/S7.9.28 – recognize the impact of individual similarities and differences on interpersonal relationships.
P/S7.9.29 – be aware of the impact of cooperative effort.
P/S7.9.30 – appreciate the need to maintain open channels of communication between school and home by consistently relaying all home-school materials and messages.
P/S7.9.31 – recognize his/her responsibilities as a high school student.
P/S7.9.32 – identify contributions made to our society by members of various cultural and ethnic groups.
P/S7.9.33 – assess the consequences of various alternatives for resolving relationship issues.

Grade 10:

P/S7.10.33 – illustrate that all Americans have some cultural traditions and a cultural heritage.
P/S7.10.34 – be able to discuss one's individuality in order to accept differences as necessary and desirable rather than negative.
P/S7.10.35 – explain how to cope with stressful situations.
P/S7.10.36 – demonstrate that working cooperatively with others in the workplace is beneficial to success.
P/S7.10.37 – demonstrate an understanding of the three basic components of communication.

Grade 11:

P/S7.11.35 – analyze the influence of sex role stereotyping on attitudes and behaviors.
P/S7.11.36 – be aware of their various roles within the family and school community.
P/S7.11.37 – identify his/her own sociocultural roles.
P/S7.11.38 – analyze the importance of community and cooperating with others in the workplace.

Grade 12:

P/S7.12.27 – identify personal strengths and assets.
P/S7.12.28 – identify and discuss changing personal and social roles.
P/S7.12.29 – develop a positive attitude toward self as a unique and worthy person.
P/S7.12.30 – recognize that everyone has rights and responsibilities.

Goal 8 – Goal Setting and Attainment
The student makes decisions, set goals and takes action.

Student Competencies

The student will:

Kindergarten:

P/S8.K.33 – identify choices made at school and home.
P/S8.K.34 – demonstrate the ability to play cooperatively with others.
P/S8.K.35 – recall a decision made independently.

Grade 1:

P/S8.1.30 – identify personal choices.
P/S8.1.31 – define an individual goal.
P/S8.1.32 – identify resource people in school/community settings and know how to seek their help.
P/S8.1.32 – recognize the importance of cooperation.

Grade 2:

P/S8.2.33 – recognize decisions have alternatives.
P/S8.2.34 – recognize personal qualities needed to obtain goals.
P/S8.2.35 – discuss the physical consequences of the decision to take drugs.
P/S8.2.36 – identify good work habits.
P/S8.2.37 – develop a plan to improve a poor work habit.

Grade 3:

P/S8.3.23 – demonstrate responsibility for classroom duties.
P/S8.3.24 – be aware of a decision making process.
P/S8.3.25 – conclude that decisions have effects.
P/S8.3.26 – recognize that priorities are important in setting goals.

Grade 4:

P/S8.4.24 – show responsibility for decisions.
P/S8.4.25 – recognize the relevance of school tasks for present and future goals.
P/S8.4.26 – recognize how their decisions affect themselves and others around them.
P/S8.4.27 – recognize how use of time influences success in school.

Grade 5:

P/S8.5.24 – demonstrate a decision-making/problem-solving process.
P/S8.5.25 – determine decision making is required to meet personal goals.
P/S8.5.26 – illustrate the necessity of specifically identifying the decision to be made.

Grade 6:

P/S8.6.40 – apply appropriate personal and interpersonal decisions using a decision-making/problem-solving model.
P/S8.6.41 – recognize the importance of goal setting.
P/S8.6.42 – set short- and long-term goals.

Grade 7:

P/S8.7.30 – investigate opportunities for volunteer work in the school or community.
P/S8.7.31 – recognize the role values and beliefs play in setting goals and making decisions.
P/S8.7.32 – analyze the effectiveness of decisions he/she has made.

Grade 8:

P/S8.8.31 – demonstrate effective decision-making skills that lead to positive interpersonal relations and socialization.
P/S8.8.32 – demonstrate an awareness that decisions may not be clear-cut (good/bad and right/wrong).
P/S8.8.33 – illustrate a problem-solving technique.
P/S8.8.34 – understand the importance of goal setting and attainment.

Grade 9:

P/S8.9.34 – summarize techniques for conflict resolution.
P/S8.9.35 – develop techniques for conflict resolution with others.
P/S8.9.36 – identify healthy alternate solutions to a problem.
P/S8.9.37 – develop effective coping skills for dealing with problems.
P/S8.9.38 – identify when peer pressure is influencing a decision.
P/S8.9.39 – demonstrate knowledge of life stages.

Grade 10:

P/S8.10.38 – choose good techniques of responsible decision making and goal setting.
P/S8.10.39 – realize the consequences of decisions and choices.
P/S8.10.40 – practice personal responsibility for the consequences of decision making.
P/S8.10.41 – recognize the value of persistence and perseverance in acquiring knowledge and skills.
P/S8.10.42 – demonstrate an understanding of achieving personal, social, education and career goals.
P/S8.10.43 – describe how personal, social, education and career goals are interrelated.

Grade 11:

P/S8.11.39 – identify long- and short-term educational and career goals.
P/S8.11.40 – develop an action plan to set and achieve realistic goals.
P/S8.11.41 – select positive alternatives for achieving long- and short-term goals.

Grade 12:

P/S8.12.31 – apply a decision-making model to life experiences.
P/S8.12.32 – evaluate the knowledge of ongoing change in making choices and developing plans.
P/S8.12.33 – demonstrate where, when and how to seek help for solving problems and making decisions.
P/S8.12.34 – demonstrate how and when to apply conflict resolution and negotiating skills.
P/S8.12.35 – use persistence and perseverance in acquiring knowledge and skills.
P/S8.12.36 – identify a personal goal in each of the three content areas and create a process for goal attainment.
P/S8.12.37 – identify key resources to assist in goal attainment.
P/S8.12.38 – develop a plan to access three identified resources.

Goal 9 – Survival and Safety Skills
The student understands safety and survival skills.

Student Competencies

The student will:

Kindergarten:

P/S9.K.36 – demonstrate cooperative behavior in groups.
P/S9.K.37 – acquire knowledge of personal information.
P/S9.K.38 – list his/her address and phone number.
P/S9.K.39 – identify various members of a family and their roles.
P/S9.K.40 – list choices made with the help of his/her support system.
P/S9.K.41 – identify members of his/her support system with whom he/she may share feelings.
P/S9.K.42 – draw a picture of two strategies that could help him/her feel better.
P/S9.K.43 – practice sharing feelings at home and at school.

Grade 1:

P/S9.1.34 – recognize the difference between appropriate and inappropriate physical contact.
P/S9.1.35 – recognize the effect personal actions have on others.
P/S9.1.36 – identify the route taken to and from school.
P/S9.1.37 – discuss aspects of a safe environment.

Grade 2:

P/S9.2.38 – recognize a variety of emotions, their causes and possible consequences.
P/S9.2.39 – describe activities he/she can do to keep the environment clean.
P/S9.2.40 – differentiate between items that can be recycled and those that cannot.
P/S9.2.41 – illustrate his/her role in keeping the school environment clean.
P/S9.2.42 – illustrate his/her role and responsibilities in the family.
P/S9.2.43 – differentiate between appropriate and inappropriate methods of expressing anger.

Grade 3:

P/S9.3.27 – identify and describe feelings of rejection and frustration.
P/S9.3.28 – differentiate between situations requiring peer support and situations requiring adult help.
P/S9.3.29 – recognize that people can control their thoughts, feelings, and behaviors.

Grade 4:

P/S9.4.28 – list three methods of reducing anxiety in crisis situations.
P/S9.4.29 – utilize effective ways to deal with a wide variety of feelings.
P/S9.4.30 – review concept that he/she is in control of his/her own thoughts, feelings and behaviors.

Grade 5:

P/S9.5.27 – apply good health and safety practices.
P/S9.5.28 – recognize the emotional and physical effects of substance and abuse.
P/S9.5.29 – review methods of relieving stress.

Grade 6:

P/S9.6.43 – identify components of assertiveness training.
P/S9.6.44 – examine the impact of peer pressure.
P/S9.6.45 – investigate school and community resources for assistance with personal concerns.
P/S9.6.46 – discuss the emotional and physical effects of substance and abuse.

Grade 7:

P/S9.7.33 – demonstrate effective conflict-resolution techniques.

Grade 8:

P/S9.8.35 – discuss the importance of being responsible members of a group, school, and community.
P/S9.8.36 – demonstrate responsible behavior in the school community.
P/S9.8.37 – recognize signs of stress and understand ways to reduce stress.

Grade 9:

P/S9.9.40 – demonstrate knowledge of important community resources necessary for personal survival (emergency contacts, vital addresses and telephone numbers).
P/S9.9.41 – indicate the relationship between rules, laws, safety and the protection of an individual's rights.
P/S9.9.42 – demonstrate responsible social skills including anger management.
P/S9.9.43 – know the difference between appropriate and inappropriate physical contact.
P/S9.9.44 – be aware of referral options for self and others in need.
P/S9.9.45 – recognize peer pressure.
P/S9.9.46 – analyze the emotional and physical effects of substance abuse.

Grade 10:

P/S9.10.44 – analyze why living in a society creates a need for interdependence and cooperation.
P/S9.10.45 – review ways of managing anger as alternatives to violence.
P/S9.10.46 – be able to apply ways to relieve stress.
P/S9.10.47 – differentiate between situations requiring peer support and those requiring adult professional help.

Grade 11:

P/S9.11.42 – apply effective problem-solving and decision-making skills to make safe and healthy choices.
P/S9.11.43 – recognize and demonstrate coping skills for managing personal crisis.
P/S9.11.44 – identify appropriate resource people in the school and the community and realize the need for seeking help.

Grade 12:

P/S9.12.39 – analyze the consequences of harassment.
P/S9.12.40 – demonstrate the ability to assert boundaries, rights, and personal privacy.
P/S9.12.41 – differentiate between situations requiring peer support and situations requiring adult professional help.
P/S9.12.42 – apply techniques for managing stress and conflict.
P/S9.12.43 – apply coping skills for managing life events.
P/S9.12.44 – apply effective problem-solving and decision-making skills to make safe and healthy choices.

School Counseling Program Delivery System

The delivery system for a comprehensive school counseling program, K-12, includes four components: **Curriculum, Individual Planning, Responsive Services and Systems Support**. The following descriptions of these four components include a criterion statement by which the delivery system can be assessed.

Curriculum Component

One of the assumptions upon which the concept of comprehensive school counseling is based is that there is program content that all students should learn in a systematic and sequential way. The curriculum component typically consists of student competencies and structured activities presented systematically through classroom or group activities (Gysbers, 1994). The curriculum is organized around three major content areas: Academic, Career and Personal/Social. Student competencies to be addressed in these areas are identified in part through a needs assessment.

There is a written curriculum delivered and/or coordinated by school counselors. This curriculum provides instructional activities that address the three primary content areas of human development: academic, career, and personal/social development.

Individual Planning Component

The purpose of the Individual Planning component of the program is to provide *all* students with counseling activities that assist them to plan for and then monitor and manage their academic, career, and personal/social development. Functions of the counselor in this component include individual advisement, appraisal, and placement. The foundation for student planning is established during the elementary school years through curriculum component activities.

There are ongoing sequential activities and services designed to assist each student in establishing, monitoring and managing educational, career or personal goals.

Responsive Services Component

Responsive services are reactions to the immediate needs and concerns of individuals. The counselor has special training and possesses skills needed for handling the immediate needs of students. The counselor's responsibilities include individual and group counseling, consultation, information dissemination, crisis intervention and referral. This component supports the counseling curriculum and individual planning components.

The immediate needs of students are addressed by counselors through such strategies as individual and group counseling, consultations, referrals to other professionals, crisis intervention and conflict resolution.

Systems Support Component

The administration and management of a comprehensive school counseling program require an ongoing support system. The systems support component consists of management activities that establish, maintain, and enhance the total school counseling program through such activities as program evaluation, follow-up studies, school and community orientation to the comprehensive school counseling program, public relations, professional development activities, participation on school committees, community outreach and planning and management tasks that support the comprehensive school counseling program.

Counselors provide support to programs other than counseling. This support includes, but is not limited to involvement in the school testing program, serving on school-/district-based curriculum committees, and consulting with school administrators regarding student needs.

1 Curriculum Component

The School Counseling Curriculum is a statement of structured experiences for students that are presented in a systematic and appropriately sequential manner through classroom and group activities. The curriculum consists of those activities that address mastery of specific competencies to be attained by all students at various stages of their development and provides activities to help them achieve these competencies. The curriculum is organized around three major developmental domains — learning to live (personal/social development), learning to learn (educational development), and learning to earn a living (career development)— and includes such activities as decision making, problem solving, goal setting, information organization and management, self-awareness and self-understanding.

The purpose of the School Counseling Curriculum is to provide students with knowledge of normal growth and development, to promote positive personal growth, and to assist them to acquire and use skills necessary for fulfillment in their many life roles. While the counselor's responsibility includes the organization and implementation of the School Counseling Curriculum, the cooperation and support of the entire faculty and staff is necessary for its successful implementation.

The School Counseling Curriculum:

Implementation

- CLASSROOM – School counselors in collaboration with teachers, deliver a guidance curriculum learning activity or unit in classrooms.
- GROUP ACTIVITIES – Counselors conduct groups outside the classroom to respond to students' identified interests or needs. School Counselors plan and lead structured activities that are designed to increase the skills and knowledge of the student participant.

Lesson Plans

- The School Counseling Curriculum should be a written document with lesson plans that have identified goals, student competencies, activities for achieving the competencies, evaluation methods and a time line for implementing by grade level. The curriculum is delivered to *all* students.

Scope and Sequence

- The School Counseling Curriculum should have a scope and sequence. What will be taught at each grade level? How much will be delivered? At what grade will certain topics be introduced/reintroduced? What topics/activities are appropriate for each grade level?

Specific lessons have been developed for this guide that focus on decision-making, communication and goal-setting skills. They are contained in the Curriculum Lessons K-12 section of this guide.

BEST COPY AVAILABLE

Individual Planning Component

Individual planning consists of activities that are designed to help all students plan, monitor, and manage their own academic, personal and career development. The focus of this component is on assisting each student to develop, analyze, and evaluate his/her academic, occupational, and personal goals and plans. Individual planning may be initiated in classroom and group activities of the school counseling curriculum but eventually they become the focus of individual planning sessions with the counselor.

Individual planning activities address the same competencies for all students in a given grade and lend themselves to documentation that can be reviewed and modified throughout the student's school career. In the primary elementary grades (K-3), children are generally not developmentally ready for individual planning sessions with the school counselor. The phasing in of the individual planning component normally occurs in the upper elementary grades.

The following student competencies and counselor activities outline a minimum expectation for individual planning at each grade level.

Student Competencies / Counselor Activities

Grade 6

The student will:

- identify the role of the school counselor as appropriate and helpful for all students.
- understand how academic strengths and weaknesses relate to unique skills and talents.
- identify extra-curricular interests and their relationship to pre-vocational planning.
- explore careers through an informal assessment that identifies career clusters related to academic and personal strengths and weaknesses.
- understand how his/her personality affects his/her relationship with others and how personal characteristics are involved in career decision making.

The counselor will:

- review the role of the school counselor.
- implement a developmentally appropriate career assessment tool that will measure strengths, weaknesses, work values and personal characteristics.
- begin to assist student with a career plan/portfolio related to academic strengths/
- weaknesses and personal/career assessment.

Grade 7

The student will:

- begin to identify extra-curricular interests.
- identify areas of academic strengths, skills and talents.
- identify interests and tentative career choices.
- be able to identify three traits that describe his/her personality.

The counselor will:

- review and interpret test results.
- review results of a career assessment survey.
- reassess personal/social strengths and weaknesses.
- begin tracking student's career interests.

BEST COPY AVAILABLE

Student Competencies / Counselor Activities

Grade 8

The student will:

- identify how extracurricular and career interests have changed during middle school.
- list areas of academic strengths and weaknesses.
- select courses for grade 9.
- outline a tentative four-year plan of academic studies for high school.
- begin a career plan/portfolio for high school.

The counselor will:

- review results of grade 8 testing including a career interest inventory.
- outline appropriate courses for student's grade 9 program.
- list high school course level placement and recommend adjustments where appropriate.
- guide student selection of tentative career plan by connecting plan(s) to results of current testing, present functioning and aspirations.
- address coping skills required for successful personal management.

Grade 9

The student will:

- review and revise the four-year academic plan to prepare for education/career goals and to meet graduation requirements.
- list potential career paths/educational goals.
- review strengths (academic, personal, social) and areas needing improvement.

The counselor will:

- review middle school academic record and past test results with students.
- review and update the student's preliminary four-year academic plan.
- review course request form and make appropriate adjustments.
- review level placement based on teacher recommendations and make adjustments where necessary.
- encourage the importance of participating in extra-curricular activities.
- review effective strategies related to high school transition.
- revise student career/plan portfolio.

Grade 10

The student will:

- assess and revise the four-year plan of study based on achievement to date and the results of career inventories and/or standardized tests.
- develop academic and career short/long range goals.
- research relevant career options based upon career inventory results.
- investigate experiences and program opportunities related to career choices.
- identify elements of the career decision making process.
- update career plan/portfolio.

The counselor will:

- review course request forms and make appropriate adjustments.
- review level placement and recommend adjustments where necessary.
- revise the four-year academic plan where appropriate.
- offer opportunities to share information, ask questions, and express feelings with regard to future education/career planning.

Student Competencies / Counselor Activities

Grade 10

The counselor will: *(continued)*

- provide the student with an opportunity to use career development resources.
- update career plan/portfolio.
- assist student with self-awareness assessment in the areas of interests, work values and aptitudes as they relate it to decision making.
- assist student to make appropriate decisions with regard to short-range and long-range goals.
- update career plan/portfolio

Grade 11

The student will:

- review senior year courses as they relate to graduation requirements and career choices.
- evaluate appropriateness of plan of study.
- become familiar with the postsecondary education and career resources available at the high school.
- review credentials, including academic performance, test record, and extracurricular participation.
- develop a concrete plan for investigating postsecondary school options.
- become familiar with the required college entrance tests, the schedule of test dates, and the ASVAB aptitude tests.
- become familiar with the college application process including essay writing, recommendations, activity resumes and NCAA requirements (if appropriate).

The counselor will:

- review the four-year educational plan as part of the course selection process.
- provide direction for researching postsecondary colleges/programs/career entry level jobs and military services.
- update career plan/portfolio.

Grade 12

The student will:

- meet graduation requirements.
- identify personal strengths and weaknesses.
- complete career assessment and identify potential career and high school options.
- consider options and make decision as to post-high school plan.
- assume responsibility for follow-through on steps to fulfill the plan.
- complete senior activity forms, school surveys/questionnaires.
- implement techniques for managing conflict and stress.

The counselor will:

- assist each senior in the development of a postsecondary plan to meet educational and/or vocational goals.
- review personal goals, interview strategies, and where appropriate, admission procedures, with college-bound seniors.
- review schedules for meeting graduation requirements by mid-September.
- complete student career plan/portfolio.

Responsive Services Component

Responsive services are reactions to immediate needs and/or concerns of individual students. Issues may include academic problems, personal crisis, social relationships, safety, and career information. School counselors respond or react to each situation on an individual basis, using intervention techniques that are appropriate and helpful in meeting the needs of the student. In addition, school counselors continually respond to the requests of staff members, parents, guardians, and students who seek specific information.

School counselors employ a variety of methods and strategies depending upon the specific nature of the situation. They may consult with parents, staff members, community resources, or other appropriate parties when developing strategies. This component is supportive of the school counseling curriculum and individual planning components, and requires the cooperation and support of the entire staff for successful implementation.

Responsive services are implemented through such strategies as noted below:

- **Individual Counseling**
  The school counselor consults with individual students to assess and clarify concerns and/or problematic situations. The student, counselor, parent, or staff member may initiate such counseling. The school counselor reacts to the concern by taking action in an appropriate manner through continued counseling, referral of the student to other support staff or community agencies, and/or dissemination of information. The issue of confidentiality and the obligation to report thoughts of suicide, suspected cases of abuse and threat of harm or violence are of concern. The school counselor acts in accordance with school district policies and state and federal laws.

- **Crisis Team**
  In cases that may involve the entire student body, the school counselor may contact the crisis team within the school. This established team is comprised of support personnel within a school and community. It follows an established plan to deal immediately with the situation. A crisis may include the death of a student or staff member, an act of violence, or a community disaster. The task of the school counselor who is a member of the team may also include individual and/or group counseling.

- **Conflict Resolution**
  The school counselor responds to disagreements among two or more individuals through a mediation process. This may be a self-initiated referral or a referral made by staff members, students or parents. Techniques used include clarification of the problem, exploration of the feelings and needs of the students, explanation of alternatives and consequences of behavior and the development of an action plan that will be amenable to both parties involved. A follow-up counseling session to assess the outcome is appropriate.

- **Peer Mediation**
  Peer mediation of student conflict can be an effective adjunct to the school counseling program, especially when it is complemented by school counseling lessons for all students on the area of conflict resolution. Trained peer mediators can draw upon the communication skills and problem solving techniques taught to all students to help settle issues that are arising with increasing frequency at all education levels.

BEST COPY AVAILABLE

- **Short-Term Counseling**
  The school counselor provides short-term counseling for students concerning specific issues related to developmental needs. The student, parent, or staff member may initiate counseling. Some of the needs may relate to academic progress, self-esteem, communication skills, peer relationships, or adjustment to school. After several sessions, the counselor analyzes student progress and may refer the student to other school support staff and/or community agencies.

- **Group Counseling**
  The school counselor conducts small group sessions for students to discuss an issue common to all members. Such issues may deal with grief, communication skills, peer relationships, academic performance, conflict resolution and/or substance abuse. Group counseling is usually short term. Counselors need to be familiar with and utilize appropriate group processing skills including confidentiality issues.

- **Peer Facilitation/Advocacy Program**
  The school counselor provides training and supervision for students selected to help and assist others in need. Peer facilitation can be especially useful at the middle and secondary school levels. It is essential that issues of confidentiality and the obligation to report issues of concern be carefully explored in the peer facilitation program. Peer facilitation can be an effective adjunct to the school counseling program.

- **Student Assistance Model**
  The school counselor plays an integral role as a member of the Student Assistant Team (SAT), which is comprised of representatives of administration, teachers, counselors, and support staff. The school counselor may refer students to the team for observable behaviors such as a drop in academic performance, sudden change in behavior or demeanor, or frequent emotional outbursts. In addition, the school counselor may gather data and help develop action plans for students. As a result of the action plan, the counselor may conduct short-term groups, provide individual counseling, function as a case manager for the student or refer the student to other support systems.

- **Referrals**
  School counselors make use of other professional services and resources of the school and community to refer students and parents when appropriate. Services may address academic, social, economic, family or mental health needs. Counselors may initiate PPT meetings, team meetings, and parent/teacher conferences. Referrals may be made to mental health agencies for concerns such as substance abuse, suicidal ideation, depression, safety issues, or threats of violence to others.

- **Consultation**
  The school counselor gathers background information about the student and consults with parents/guardians and staff/administrators to maintain the academic success and emotional well-being of the student. During consultation, strategies are explored and implemented with the focus on establishing compatible and complimentary interventions at both home and school.

Systems Support Component

The administration and management of a comprehensive school counseling program requires an ongoing support system. The systems support component consists of management activities that establish, maintain, and enhance the total school counseling program. Activities may include program evaluation, follow-up studies, school staff and community orientation to the comprehensive school counseling program, public relations, professional development activities, participation on school committees, community outreach, and planning and management tasks in support of the comprehensive school counseling program.

The second aspect of systems support relates to the support given to programs other than school counseling. This support includes, but is not limited to, supporting the school testing program, serving on school/district-based curriculum committees and consulting with school administrators and other staff regarding student needs.

Systems support is implemented through such strategies as noted below:

- **Program Evaluation/Assessment**
  Regular assessment is the key to evaluating program outcomes and to the ongoing improvement of the school counseling program. Yearly evaluation of program goals provides useful data to communicate the effectiveness of the school counseling program to students, staff, parents and administration. A periodic needs assessment of personal/social, career and academic needs of students provides momentum for program reevaluation and revision.

- **Community Outreach**
  Community outreach activities are designed to help counselors become knowledgeable about community resources, employment opportunities and the labor market. This may involve counselors visiting local business and industries and community service agencies on a regular basis, maintaining a list of community referral agencies or persons, and serving on community advisory councils. It also involves orienting the community to the comprehensive school counseling program through the use of newsletters, school and community presentations, and all available media resources, including newspapers, television and internet technology.

- **Advisor/Advisee Program**
  The Advisor/Advisee Program is complimentary to a comprehensive school counseling program. As such, it is not considered a substitute for the school counselor, nor is it intended as a replacement for the school counseling program. The Advisor/Advisee Program may be coordinated by the school counselor, who provides direction and in-service to respective staff members involved in the program.

- **Career Development**
  The school counselor is a major contributor of the K-12 career development process. Through exposure to a comprehensive school counseling program, all students receive a strong foundation for developing personal goals and decision-making skills as they relate to the requirements of successful career planning. The school counselor plays a critical role in helping students to understand the relationship of work and its impact on society to what is learned in school.

BEST COPY AVAILABLE

✧ Career Development *(continued)*

The activities and student competencies that are addressed by the career content area of the school counseling curriculum are not considered separately, but as an integrated developmental sequence involving personal goals, work values, educational plans, and possible career choices for each individual student. Student involvement in sequential activities (K-12) that directly relate to life career planning and decision making should result in a comprehensive career portfolio for each student. The comprehensive school counseling program unifies academic and career education around the individual student and his/her needs.

Organizing a school/business partnership enhances the school district's efforts to provide a successful school-to-career transition. The partnership can result in reality-based experiences for students such as career speakers, shadowing experiences, mentorship programs, student internships, and career fairs.

✧ Materials Development

It is important that counselors develop and research materials for student and parent use based on identified needs. Self-help booklets, career interest inventories, guides (post-high school planning including employment, college and military options), schedules of college fairs and financial aid materials are just a few of the types of information that counselors keep readily available in the counseling office.

✧ Parent Education Programs

A comprehensive guidance and counseling program acknowledges and supports the critical role that parents have in student development, K-12. The media for parent education may include speakers, newsletters, and news articles in local papers or morning/evening programs. Parent satisfaction surveys or other program assessment instruments provide a means of communication for the counselor to better meet the educational needs of parents in the community.

✧ Public Relations

It is essential for counselors to communicate the comprehensive guidance and counseling program to the community. This can be accomplished through presentations of guidance and counseling services to parent teacher organizations, service groups and agencies, participation in radio/TV programs to create an awareness of school guidance and counseling and the writing of newspaper articles.

✧ Program Evaluation

It is important that the guidance program is evaluated and the needs of students be assessed on a regular basis. Strategies and a timeframe for evaluation should be developed and implemented.

Monitoring the System

Benchmarks at Transitional Levels of Students' Schooling

Benchmarks are identified and used in the assessment of student competencies. They are established to help school counselors determine the progress that students are making in achieving specific competencies that support their progress toward the attainment of the goals. The following is a set of measurable student benchmarks to be evaluated at the end of the following school transitional levels:

- ✧ **Primary.....Grades K-2**
- ✧ **Intermediate ..Grades 3-5**
- ✧ **Middle .....Grades 6-8**
- ✧ **High.....Grades 9-11**
- ✧ **Seniors .....Grade 12**

For an explanation of this coding, look in the Program Foundation section of this publication under Coding System for Goals and Student Competencies.

Benchmarks at the end of the primary level (grade 2) include:

A1.2.3. — works independently and with others.
A3.2.10 — makes connections between academic and the world of work.
C6.2.20 — recognizes an individual's personality influences work and career choices.
C5.2.18 — names three factors important in occupational choices.
C5.2.15 — defines work and careers.
P/S8.2.31 — explains how children and adults work.
P/S8.2.31 — recognizes personal qualities needed to obtain goals.
P/S8.1.31 — identifies resource people in school and community and states how to seek their help.
P/S9.2.33 — demonstrates the ability to respect boundaries and personal privacy.

Benchmarks at the end of the intermediate level (grade 5) include:

A1.3.2 — names one thing you can do to keep a positive attitude in school.
A2.4.4 — lists three ways your study skills have improved this year.
C5.5.15 — names three careers that sound like fun.
C5.5.14 — lists four things that you like to do and can do well.
C4.5.11 — names two jobs that require a college education and two jobs that do not require a college education.
P/S8.3.23 — lists the steps in a decision-making model.
P/S9.4.25 — describes three methods of reducing anxiety in stressful situations.

Benchmarks at the end of the middle level (grade 8) include:

A1.8.1 — identifies personal attributes for effective learning.
A2.8.7 — recognizes the importance of academic responsibilities for success in school.
A1.8.1 — demonstrates time management for home, school, and community activities.
C4.8.15 — develops an educational plan based on career interests and requirements.
C4.8.14 — identifies favorite courses and lists three careers related to this choice.
P/S9.8.33 — defines responsible behavior in the school community.
P/S9.8.34 — employs healthy and appropriate ways of dealing with conflicts, pressures and emotions.

Benchmarks at the end of the high school level (grade 11) include:

C5.11.18 — identifies abilities, aptitudes, priorities, and interests in making appropriate educational decisions.
A1.12.1 — identifies necessary graduation requirements to establish short and long-term goals.
A3.11.13 — identifies the appropriate educational skills and requirements necessary in making career decisions.
C5.11.18 — identifies three appropriate career choices.
C6.11.30 — demonstrates resume writing.
P/S10.34 — recognizes and respects cultural and individual differences as well as alternate points of view.
P/S9.11.43 – applies effective coping skills in dealing with problems.
P/S8.10.38 – demonstrates effective decision making.

Benchmarks at the end of the high school level (grade 12) include:

A1.12.2 — selects courses designed to meet academic/educational and career goals.
A3.12.9 — describes the correlation between school success and enhanced career choices.
C4.12.13 — evaluates personal skills, interests, and abilities in relation to career success.
P/S9.12.40 – applies effective problem-solving and decision-making skills to make safe and healthy choices.
C4.12.14 — summarizes the importance of responsibility, dependability, punctuality, integrity and effort in the workplace.
P/S8.12.30 – applies a decision-making model to life experiences.
P/S9.12.38 – applies techniques for managing stress and conflict.

Managing the Implementation of the School Counseling Curriculum and Individual Planning Components

If school counselors are to spend at least 80 percent of their time in activities that provide direct services to students, be proactive in their approach to school counseling and address the needs of all student as a top priority, they must implement the curriculum and individual planning program components in a planned, systematic and timely manner.

The school counseling curriculum and the individual planning components of a comprehensive school counseling program ensure the systematic participation of all students in the program. Therefore, it is important that calendars be established for the delivery of these two components.

In determining calendars, school districts should be guided by the suggested percentages of time for each program component (curriculum, individual planning, responsive services, systems support). [See page 3 of this document for further information.] Once the time lines are established, a schedule for delivering the curriculum and individual planning sessions should be developed and implemented and become part of the school counseling department's monthly/yearly calendar of activities. A commitment to a written plan also ensures that there will be consistency among the counselors in implementing the components.

The sample calendars provided for the curriculum and individual planning sessions are suggested time lines. School counselors in local districts must determine an appropriate schedule for the delivery of their programs. The important consideration is to commit to a written calendar.

It is suggested that a delivery plan for the curriculum be developed on a monthly basis by lesson topics for grades K-12. Since individual planning sessions are delivered to all students on an individual basis, it is advisable to set up time ranges for each grade level. Time ranges over a defined time period permit the counselor greater flexibility in completing the sessions. If counselor/student ratios prohibit the providing of the individual planning component on an individual basis to all students, small group sessions should be substituted for the individual sessions.

One of the major issues in the implementation of the school counseling curriculum is access to all students. Should the curriculum be part of each student's schedule? Should classroom time be provided to counselors during the academic year to deliver the curriculum? Should counselors and teachers co-teach the lessons? How much classroom time is sufficient for the school counseling curriculum? These questions about access to students cannot be decided or resolved by the counselors working alone. School counseling supervisors, assistant superintendents in charge of curriculum, building level administrators and teachers must be part of the planning process. The key issue of access to students should be resolved during the early stages of the program planning process.

For school counselors who do not have easy access to students because of block scheduling, the district program planning committee must also address the issue of access to students for individual planning sessions and curriculum.

The following pages contain ways of documenting a time frame for program component activities. A method of recording those activities on a monthly basis is also provided as a means of tracking the amount of time spent on direct/indirect services to students.

SAMPLE CALENDAR
SCHOOL COUNSELING CURRICULUM, GRADES K-5

MONTH	Topics by Grade					
	K	**1**	**2**	**3**	**4**	**5**
September	Learning About Me (P/S)	My Personal Traits (P/S)	Feelings (P/S)	What I Like About My Friends (P/S)	Interpersonal Skills (P/S)	My Personal Strengths (A)
October	Learning to Listen (P/S)	Favorite Subjects (A)	Making Friends (P/S)	Behaviors and Consequences (P/S)	Dealing with Anger (P/S)	Planning Study Time (A)
November	Learning to Express Feelings Appropriately (P/S)	All About Tests (A)	Why Listen? (P/S)	How Do I Describe Myself? (P/S)	Good Study Habits (A)	Understanding Differences (P/S)
December	Learning to Deal with Anger (P/S)	Cooperating with Others (P/S)	What I Like About Myself (P/S)	Study Skills (A)	Coping with Stress (P/S)	Dealing with Pressure (P/S)
January	Learning to be Responsible (P/S)	My Responsibilities in School and at Home (P/S)	Things That are Difficult/ Easy to Do (A)	Studying for Tests (A)	Conflict Resolution (P/S)	Improving School Performance (A)
February	Learning to Make Choices (P/S)	Decisions I Make by Myself (P/S)	Job Performed in School by Adults (C)	Decisions and Consequences (P/S)	Decision Making Skills (P/S)	Responsible School Behaviors (A)
March	Tools Needed to do Work in School (A)	Completing my School Assignments (A)	Benefits of Learning (A)	Three Skills I Have (P/S)	Following Directions and School Rules (A)	Interacting and Cooperating With Others (P/S)
April	Describe Work/Jobs of Family Members (C)	Peer Differences (C)	Learning Goals (A)	Life Roles (C)	Career Awareness (C)	My Improvement Plan (A)
May	Describe Why School is Important (A)	The Importance of Work (C)	My Interests (C)	Planning for the Future (C)	Short-Term Goals (P/S)	School and the World of Work (C)
June	Describe What They Like to Do (C)	My Skills and Interests (C)	Why Take Tests? (A)	My Future (C)	Jobs and Careers (C)	Transition to Middle School (A)

BEST COPY AVAILABLE

SAMPLE CALENDAR
SCHOOL COUNSELING CURRICULUM, GRADES 6-8

MONTH	Topics by Grade		
	6	7	8
September	Transition to Middle School	Self-Awareness — Identify Unique Characteristics, Abilities, Skills and Strengths	Analyzing Skills and Interests (C)
October	Communication and Relationship Skills (P/S)		Respecting Differences (P/S)
November	Responsibilities of a Student in the School Environment (A)	Monitoring My Study Time (A)	Skills for Future Success (P/S)
December	Resolving Conflicts - Peer Pressure (P/S)	Peer Pressure - Analyze Pressure Felt From Peers (P/S)	Conflict Resolution Skills that Improve Relationships with Others (P/S)
January	Making Effective Decisions about School (A)	Decision Making and Conflict Resolution (P/S)	Decision-Making Alternatives and Options (A) (P/S)
February	Effective Study Skills (A)	Interest Inventory (C)	Educational Planning for High School — Developing a Four-Year Plan (A)
March	Importance of Setting Goals (A)	Career Clusters (C)	
April	Forming a Career Identity (C)	Career Stereotyping **CAREER FAIR** (C)	
May	Relationships between Interests and Abilities (P/S)	Influence of Adult Work on Life at Home (C)	Transition to High School (A)
June	Planning for the Future (P/S) (C)	Identifying Tentative Career and Educational Goals (A) (C)	

BEST COPY AVAILABLE

SAMPLE CALENDAR
SCHOOL COUNSELING CURRICULUM, GRADES 9-12

MONTH	Topics by Grade			
	9	10	11	12
September	Orientation Peer Pressure (A)(P/S)	Self Awareness (Abilities, Interests) (A)(P/S)	Goal Setting (ALL)	Senior Year Procedures (A)
October	Time Management Decision Making (A)	Testing (PSAT) **COLLEGE FAIR**	Testing (PSAT) College Fair Prep (A)(C)	
November	Self Awareness Interpersonal Relationships (P/S)	Interest Inventory (C)	Postsecondary Planning Process I	Financial Aid (A)
December	Goal Setting (Personal/Academic/ Career) (C)(P/S)	Career Exploration (C)	Career Decision Making PSAT Interpretation (A)(C)	
January	Exploring Work and Career (C)	Communication Skills (P/S)		
February	Educational Plan (Course Selection) Decision Making (A)	Educational Plan (Course Selection) (A)	Educational Plan (Course Selection) (A)	Employment Bound Labor Market Information Resumes (C)
March				Employment Bound/Job Search (C)
April		Future Planning (Junior Year Planning Activities) **CAREER JOB FAIR** (A)(P/S)	Postsecondary Planning Process II Resumes (A)	Employment Bound Interview Applications (C)
May				
June				

BEST COPY AVAILABLE

INDIVIDUAL PLANNING SESSIONS							
MONTH	Time Range for Completion by Grade						
	6	7	8	9	10	11	12
September	↕			↕			↕
October	↕			↕			↕
November	↕	↕		↕			↕
December		↕					
January		↕					
February			↕			↕	
March			↕			↕	↕
April			↕		↕	↕	↕
May			↕		↕		↕
June					↕		

BEST COPY AVAILABLE

SCHOOL COUNSELOR MONTHLY REPORT

Counselor _____ Month_____ Date _____

School Counseling Curriculum:

1. Number of developmental guidance classes ..... _____
   Grades: K_____ 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____
   8_____ 9_____ 10_____ 11_____ 12_____

2. Number of group guidance/information sessions ..... _____
   Grades: 5_____ 6_____ 7_____ 8_____ 9_____ 10_____ 11_____12_____

Individual Planning Component:

1. Number of individual planning sessions ..... _____
   Grades: 5_____ 6_____ 7_____ 8_____ 9_____ 10_____ 11_____ 12_____

2. Number of individual sessions on progress/grade reports ..... _____
   Grades: 6_____ 7_____ 8_____ 9_____ 10_____ 11_____ 12_____

Responsive Services Component:

1. Number of individual counseling sessions ..... _____
2. Number of group counseling sessions ..... _____
3. Number of crisis or emergency contacts ..... _____
4. Number of consultations with staff, re: students ..... _____
5. Number of consultations with parents ..... _____
6. Number of referrals from teachers, administrators, parents, students (self) ..... _____
7. Number of referrals to school resources ..... _____
   (social worker, clinic, school psychologist, etc.)
8. Number of referrals to outside professionals, agencies, etc ..... _____
9. Participation on the Student Assistance/and or pre-referral team ..... _____
10. Number of requests for information/information dissemination ..... _____
    (newsletter/bulletins, booklets, financial aid, etc.)
11. Number of recommendations/forms ..... _____

Systems Support Component:

1. Number of contacts with community-based agencies ..... _____
2. Number of registrations ..... _____
3. Number of sessions involving testing (administration, coordination, etc.) ..... _____
4. Number of program/curriculum planning and or evaluation sessions ..... _____
5. Number of parent programs ..... _____
6. Number of Planning and Placement Team meetings ..... _____
7. Number of department/school staff meetings ..... _____
8. Number of professional development activities ..... _____
9. Planning/conducting College/Career Fairs ..... _____
10. Development of informational materials ..... _____
11. Schedule adjustments ..... _____
12. Record review/recording keeping/reports ..... _____

Other/Non-Guidance ..... _____

Needs Assessment

The needs assessment instrument is a locally developed survey intended to provide information for evaluation or change of the school counseling program. A properly developed instrument allows the community, parents, students and staff to give feedback to program managers or department supervisors as to the degree they need and/or value various components of the total school counseling program.

The results may be used to establish priorities and to eliminate or create services as suggested by the needs analysis. They may be used to emphasize different program components at different levels.

Some cautions in developing the needs assessment:

- ✧ Include only items that you are willing and able to deliver.
- ✧ Use a statistically acceptable means of sampling.
- ✧ Solicit help (if needed) to analyze results and draw statistically valid conclusions from the data.
- ✧ Keep surveys simple to understand and complete in order to promote a high return rate.
- ✧ Use a five-point rating scale to help differentiate opinion. Provide self-addressed stamped envelopes for return of the assessment.
- ✧ Design the needs assessment instrument to give you the types of information needed for change.
- ✧ Pilot the instrument with a sample to test it for accuracy and comprehension.
- ✧ If the population is small, try to assess everyone. If under 500, try for at least 20% return.
- ✧ Consider the use of computer or scan scoring of data.
- ✧ Make sure all communications are attractive and professional in appearance.

The sample needs assessment that is provided in the appendices may serve as the core of a needs assessment for a local district. The sample assessment is based on student competencies developed by the Connecticut School Counselor Association and the American School Counselor Association. In addition to the comments and cautions listed above, one should take particular care to consider the sample to be the basic model without adornment. Specific buildings and/or districts may want or need to include additional items to adequately assess their particular situation.

Be cautious in developing a needs assessment so that it will not lock the program into a specific service delivery option, i.e., curriculum, night program, consultation, etc. Attempt to phrase the items in terms of "student competencies" instead of counselor functions. Make sure the language of the survey is simple, clear and not ambiguous.

Action Plan for Change

Developing a Comprehensive School Counseling Program

The Research and Development Center for Teacher Education at the University of Texas at Austin studied the process of change for more than a decade. Out of this research came a number of certified assumptions about change.

- Change is a process, not an event.
- Change is accomplished by individuals first, then institutions.
- Change is a highly personal experience.
- Change involves developmental growth in feelings and skills.
- Change is best understood in operational terms.
- The focus of facilitating change should be on the individual first, innovation second and context third.

Change is a slow process and experience and research show that a small, in-house innovation can take two years to implement. A systemwide and even a building level change can take three to four years or more depending upon the complexity of the change. With this in mind, it is wise to set time lines for change in realistic, achievable time frames that allow counselors to continue providing current services while implementing change.

Once the decision is made to move toward a comprehensive school counseling program, counselors need to determine what parts of their present program meet the working definition of a comprehensive school counseling program and what elements of the program are missing that need to be developed. They must also embrace the concept of student development in the three content areas of academic, career and personal/social development as the basis of the school counseling program and make a commitment to action. The action plan for change can be divided into four phases, laying the groundwork for change, deciding to move toward a comprehensive school counseling program, developing the program components and implementing and evaluating the program.

Phase I
Laying the Groundwork for Change

Each school district should develop a plan for change that meets the particular needs of its students and the needs of the community. The program model developed by the CSCA project focuses on goals and competencies suggested by the American School Counselor Association Standards for School Counseling Programs. They serve as a model for local districts to adapt to their own needs. They should not be viewed as rigid or mandatory. As preparation for change, the guidance supervisor and school counselors should assume a leadership role in assessing their current programs and in determining what needs to be accomplished for program development and change.

What is the Present School Counseling Program about?

- What type of school counseling program is currently in place? Services model? Duties model?
- Are there a program philosophy, mission statement, program rationale, goals and student competencies?
- Does the school counseling program description read like a counselor job description?
- Are there activities in place by grade level that are systematically delivered to all students?
- Is there a written monthly/yearly calendar for delivering the activities?
- Is there a job description?
- Is there a program delivery system?
- What parts of the present program are reactive services versus a proactive program.?
- Do members of the school counseling staff agree on what the school counseling program is about? Is there consistency among the counselors in the delivery of the program to students?
- Are there parts of the school counseling program that could be more effectively or efficiently delivered in classroom sized groups?
- Is there a written plan in place for the periodic assessment of student needs?
- Is there a written plan in place for the evaluation of student, parent and staff perceptions of the program and what it should offer?
- What resources are in place for implementing the program?

How do Others Perceive the School Counseling Program?

- What are the outcomes of the current program?
- Who does the school counseling program serve?
- How do student, teachers, administrators and parents perceive the program?

What Needs to be Done to Develop/Implement a Comprehensive School Counseling Program?

- Make a list of all the comprehensive program elements that are in place. Do they fit the definition of a comprehensive school counseling program? It is advisable to include the counselor's role in the Connecticut School-To-Career initiative.
- Make a list of program elements that are not in place and that need to be addressed in order to develop a comprehensive program.
- Break down the elements that need to be addressed into specific tasks in order to make the change process more manageable.
- Determine an approach for gathering perceptions of the school counseling program. Surveys? Interviews? Focus groups?
- Establish a time line for the completion of tasks.

Responses to these questions should result in a written description of the school counseling program currently in place and tasks that need to be accomplished in order to provide a new paradigm for the school counseling program. The type of data obtained from a self-study conducted by the school counseling department is essential to moving the process of change forward.

Phase II
Moving Toward a Comprehensive School Counseling Program

It is important to show movement toward a comprehensive school counseling program rather than to react to an edict that establishes one within a few days. The question of a need for change needs to be addressed, counselors must embrace the concept of student development as the foundation of the school counseling program and make a commitment to action.

Build Awareness and Support for Change

- ✧ Conceptualize the comprehensive school counseling program for the district.
- ✧ Develop strategies for organizing committees and involving stakeholders (students, parents, teachers, administrators, Board of Education members) in the program development and implementation process.
- ✧ Based on the results of the self-study, build awareness and support for change among staff, administrators and parents.
  - ➢ Explain concepts of a comprehensive school counseling program.
  - ➢ Explain benefits to administrators, staff and parents.
  - ➢ Inform curriculum specialists and solicit support and expertise in the development of the guidance curriculum component of a comprehensive school counseling program.
- ✧ Schedule visits to area schools that have implemented comprehensive school counseling programs.
- ✧ Organize a Steering Committee to focus on what needs to be done. Include no more than ten representatives from staff, administrators, parents and members of the Board of Education.
  - ➢ Break down activities to be addressed by the committee into manageable tasks. Data obtained from the self-study conducted by the members of the guidance department should provide direction on issues to be addressed by the committee.
  - ➢ Determine who is responsible for each task.
  - ➢ Develop a time line for task completion.

Gather Information and Data about the School Counseling Program

- ✧ Develop a Needs Assessment Instrument to be administered to a sample population of students, teachers, administrators and parents. This task requires time to develop and administer surveys and collate results, but it is necessary in order to establish direction for the district program. The assessment helps to identify what the community, educational staff, parents and students need and value from the school counseling program.
- ✧ Counselors should complete a Time and Task Analysis over a three/four-month period. This is an important aspect of data collection because it provides documentation on how much time counselors spend on school counseling related tasks as well as the time devoted to non-guidance tasks.

Establish an Advisory Committee

- ✧ Organize an advisory committee of no more than eight members to help support the program.
- ✧ Approximately 2-3 meetings should be held during the year. The members are in an advisory role and not that of policymakers.
- ✧ Establish limits and degree of participation.
- ✧ Call a meeting when you have something to share, such as the following:
  - ➢ Reviewing drafts of philosophy, mission, goals, student competencies, need assessment instrument.
  - ➢ Sharing results of needs assessment.
  - ➢ Explaining the completed work on program components.
  - ➢ Reviewing the implementation calendar for the guidance curriculum and individual planning program components.

Keep Staff and Administrators Informed of Progress

- ✧ Establish a time line and identify strategies for providing updates on progress.

Phase III
Developing Program Components

It is advisable to begin work on the program components by first addressing the development of the school counseling curriculum using the results of the needs assessment. The results of the assessment should be grouped under the three content areas of academic, career and personal/social. Finally, determining the percentage of time to be spend on each component is critical to successfully implementing all four components.

School Counseling Curriculum Component

- ✧ Based on the results (defined student competencies) of the needs assessment which have been grouped under the content areas of academic, career and person/social, determine appropriate topics to achieve the competencies, grades K-12.
- ✧ Develop a scope and sequence grid of topics to be introduced at one level and reintroduced at a higher grade level at the various stages of the total guidance program, K-12.
- ✧ Categorize the topics under the three content areas to assure a balance in the guidance curriculum offerings.
- ✧ Develop a lesson plan that will serve as the format for all lessons. It is important that the lesson format be consistent at each grade level and from one grade level to the next.
- ✧ Topics and student competencies should be developmental in nature and expectation.
- ✧ Transfer the competencies to a list delineating grade and content area to develop a means of maintaining balance among the three content areas.

Individual Planning Component

- ✧ Assess what is currently being done to provide individual planning sessions to all students, grades 5-12.
- ✧ What is the focus the sessions by grade level?
- ✧ Are planning sessions provided to all students on an annual basis?
- ✧ Are there career planning competencies for each grade level?
- ✧ Determine appropriate student competencies and counselor activities for grade level sessions.
- ✧ Decide on a written format for the individual planning component that defines student competencies and counselor activities.
- ✧ Develop a time frame for the delivery of individual planning sessions by grade level. These sessions should be conducted on an individual basis. If this is not possible, small group sessions should be provided for student planning.

Responsive Services Component

- ✧ Put in writing the current responsive services provided to the student population at the elementary, middle and high school.
- ✧ Are there appropriate school counselor activities that need to be added to this component?
- ✧ Are there needs of target populations that could best be met through small group intervention.

Systems Support

- ✧ Put in writing the current systems support activities provided by the school counselors.
- ✧ Are there appropriate counselor activities that need to be added to this component?
- ✧ Are there activities being assumed/assigned to the counselors that are inappropriate to their role?

If a high percentage of the counselor's time is being spent on inappropriate or non-guidance tasks, there should be discussions with the administration and the supervisor of school counseling that focus on ways to reduce these tasks to a minimum.

Phase IV
Implementing and Evaluating the Program

In order to implement a comprehensive school counseling program, there must be collaboration and cooperation among building level staff as well as supervisory personnel.

Clarify the Roles of Key Staff Members

- ✧ Counselors endorse the comprehensive school counseling program concept and manage the development and implementation of the program.
- ✧ Supervisor of School Counseling works with other department supervisors and administrators to develop plans for accessing students.
- ✧ Building administrator endorses concept, provides resources, supports and assists counselors with accessing students in the classroom.
- ✧ Teachers endorse concept and accept counselors into the classroom.
- ✧ Board of Education and Superintendent endorse concept and provide resources and support.

Approval of the Program

- ✧ Submit the program to appropriate supervisor, administrators and the Board of Education for approval.

Review Capacity for Future Change

- ✧ Build evaluation criteria into all activities and begin to develop base data for present and future program assessment and change.

Time line for the Implementation of Comprehensive School Counseling Programs

Planning Tasks (Months 1-6)

1. Form Committees
   a. Identify the steering committee
   b. Select advisory committee members
   c. Appoint subcommittees – explore what is in place currently, program design and evaluation
2. Discuss
   a. Why move to standards-based school counseling?
   b. What will this change accomplish that is different from what you are currently doing?
   c. Who will benefit?
3. Establish Program Standards
   a. Select competencies and indicators
   b. Establish standards for the indicators
   c. Develop sequence for delivery
   d. Document mission and standards
   e. Obtain management endorsement
   f. Initiate evaluation planning

Development Tasks (Months 6-12)

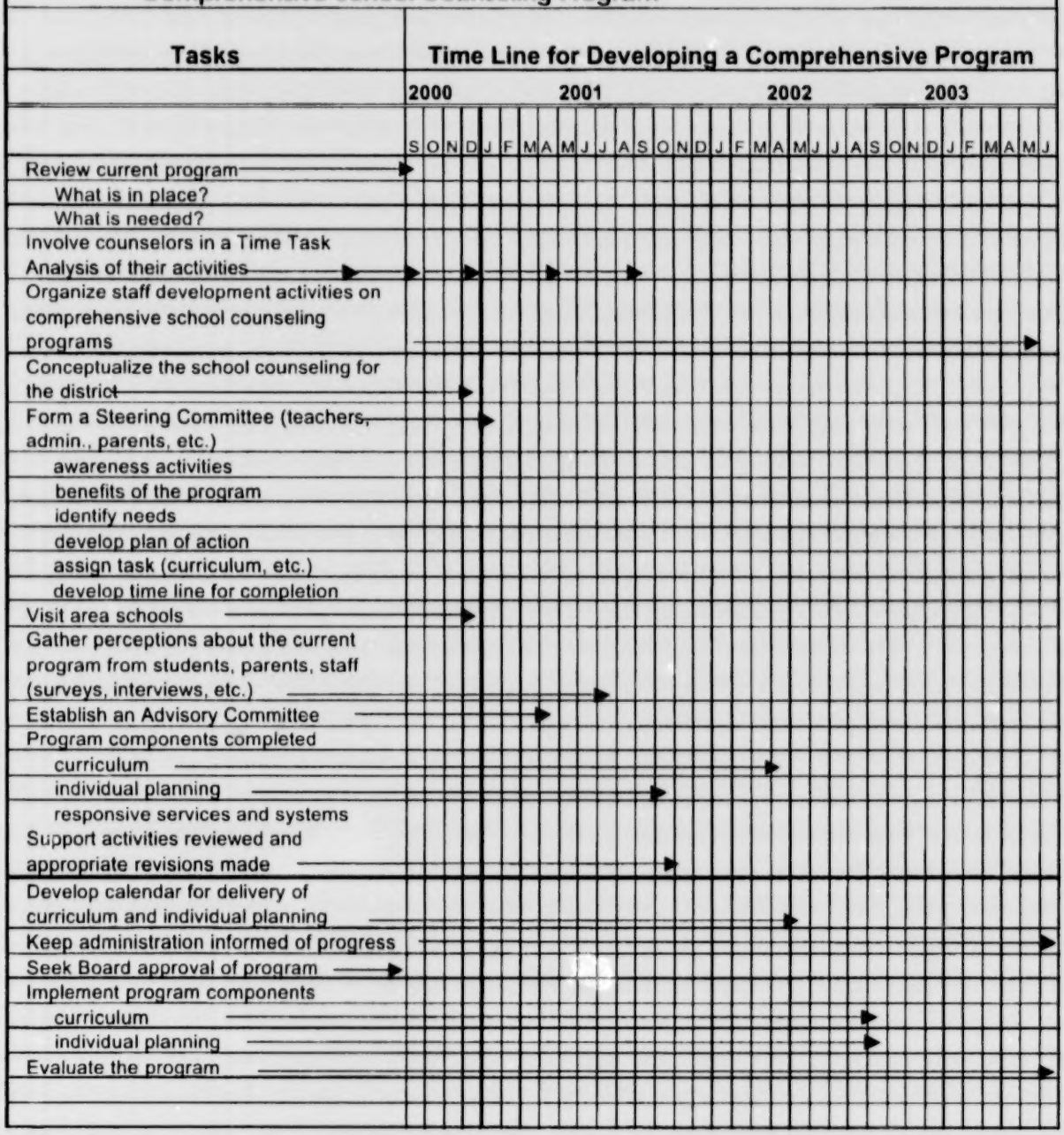
1. Conduct a needs assessment
   a. Identify respondents
   b. Finalize the needs assessment instrument
   c. Collect data
   d. Analyze data
2. Direct Committees
3. Review the current school counseling program
   a. Obtain new program ideas
   b. Collect information
   c. Set program improvement priorities
4. Review the school counseling plan
   a. Obtain new program ideas
   b. Design the improved program
   c. Document the improved program
5. Design the evaluation
   a. Outline evaluation tasks
   b. Identify process evaluation procedures
   c. Identify product evaluation procedures
6. Identify staff development needs

Implementation Tasks (Months 12-24)

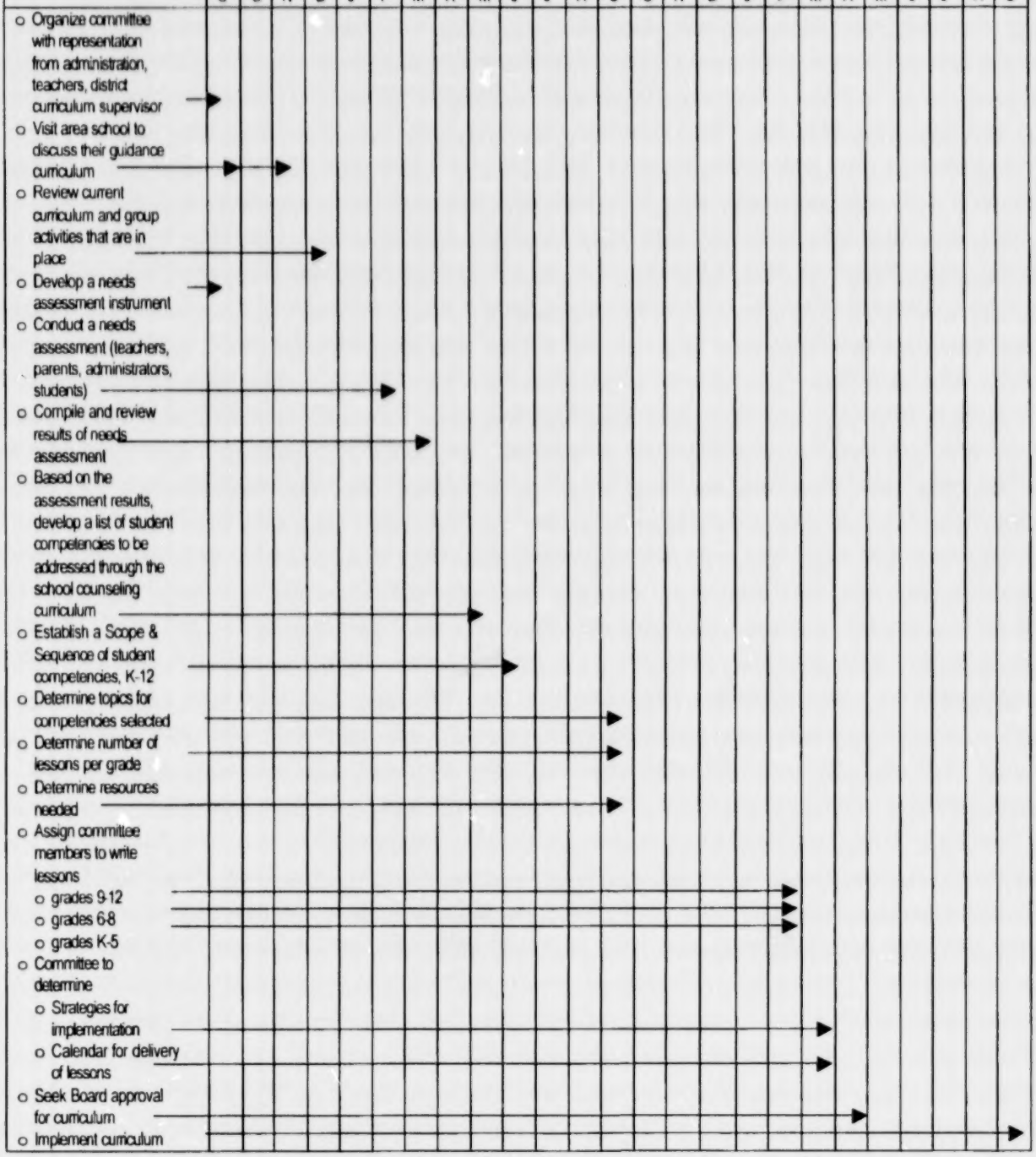
1. Involve Committees
2. Conduct staff development
3. Monitor program implementation
4. Evaluate and use results for program improvement
   a. Monitor individual achievement
   b. Determine effectiveness of the program
   c. Communicate strengths, needs and benefits of the program

Sample Time Line: Major Tasks for the Change Process

Comprehensive School Counseling Program


Tasks
Time Line for Developing a Comprehensive Program
2000
2001
2002
2003
S O N D J F M A M J J A S O N D J F M A M J J A S O N D J F M A M J
Review current program
What is in place?
What is needed?
Involve counselors in a Time Task Analysis of their activities
Organize staff development activities on comprehensive school counseling programs
Conceptualize the school counseling for the district
Form a Steering Committee (teachers, admin., parents, etc.)
awareness activities
benefits of the program
identify needs
develop plan of action
assign task (curriculum, etc.)
develop time line for completion
Visit area schools
Gather perceptions about the current program from students, parents, staff (surveys, interviews, etc.)
Establish an Advisory Committee
Program components completed
curriculum
individual planning
responsive services and systems
Support activities reviewed and appropriate revisions made
Develop calendar for delivery of curriculum and individual planning
Keep administration informed of progress
Seek Board approval of program
Implement program components
curriculum
individual planning
Evaluate the program

Sample Time Line for Curriculum Development and Implementation


Tasks
Time Line for Completion of the Curriculum
2000
2001
2002
S O N D J F M A M J J A S O N D J F M A M J J A S
o Organize committee with representation from administration, teachers, district curriculum supervisor
o Visit area school to discuss their guidance curriculum
o Review current curriculum and group activities that are in place
o Develop a needs assessment instrument
o Conduct a needs assessment (teachers, parents, administrators, students)
o Compile and review results of needs assessment
o Based on the assessment results, develop a list of student competencies to be addressed through the school counseling curriculum
o Establish a Scope & Sequence of student competencies, K-12
o Determine topics for competencies selected
o Determine number of lessons per grade
o Determine resources needed
o Assign committee members to write lessons
o grades 9-12
o grades 6-8
o grades K-5
o Committee to determine
o Strategies for implementation
o Calendar for delivery of lessons
o Seek Board approval for curriculum
o Implement curriculum

BEST COPY AVAILABLE

Sample Time Line for Individual Planning Development and Implementation

Tasks	Time Line for Completion of Individual Planning												
	2001				2002								
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept
○ Involve administration in initial discussions about Individual Planning	→												
○ Review current Individual Planning Sessions. Determine what is in place. Does a formal plan for all grades 5-12 exist?	→												
○ Begin with grade 12 and put in writing what currently takes place in senior year conferences	→												
○ Visit schools to discuss the focus of their planning sessions, grades 5-12	→	→	→										
○ Committee Meeting to review research and materials collected	→			→									
• Decide on competencies for grade level planning sessions, grades 5-12	→				→								
• Determine written format for individual planning sessions	→				→								
• Discuss parent involvement in planning sessions	→					→							
○ Assign Committee Members to write Individual Planning Component	→							→					
• Grades 9-12 completed	→							→					
• Grades 5-8 completed	→							→					
○ Committee to review planning sessions	→								→				
○ Committee meeting to													
• determine strategies for implementation	→									→			
• develop calendar for delivery of sessions	→									→			
• determine resources needed	→									→			
○ Implement Individual Planning Sessions	→												→
○ Share progress with Parent Advisory Committee	→			→	→			→	→				→
○ Keep administration informed of progress	→			→	→			→	→				→

Curriculum Lessons

The school counseling curriculum is a statement of structured activities for students which are presented systematically and in sequence through classroom, group and individual activities. The objective of the curriculum is the attainment of specific competencies by students that reflect their developmental needs. The curriculum is organized around three major developmental content areas: academic, career and personal/social development, and is the major component of the school counseling program to implement identified students' competencies.

The development of the curriculum component flows directly from the goals, student competencies and the three content areas presented in the guide. The curriculum lessons focus on four goals and are constructed to show the sequential nature of the skills being addressed and the consistency of reinforcement of skill development, K-12. No attempt has been made to address all the competencies through curriculum lessons.

> The following represents a **sample** curriculum that addresses four of the nine goals presented in this guide. Its purpose is to illustrate the content and format for lesson plans and to show the developmental and sequential nature of the curriculum component.
>
> The student competencies included in the lessons are cross-referenced to those stated in the beginning of this guide.

Scope and Sequence of Lessons Related to Four Program Goals

Goal 2: School Success Skills (Academic)
Goal 6: Relationship between School and Work
Goal 7: Respect Self and Others (Personal/Social)
Goal 8: Goal Setting and Attainment Skills (Personal/Social)

Lesson Topics and Focus By Grade			
Grade	**Decision Making** Goals 2/6	**Communications Skills** Goals 6/7	**Goal Setting Skills** Goals 6/8
K	Problem Solving	Communicating – Good Manners	I am a Worker
1	Making Choices (2 lessons)	Interests and Communication Similarities and Differences	Cooperation/Goal Setting
2	Influence of Others on Decision Making	Listening and Communicating	Good Work Habits for Success
3	Cause and Effect	Communication Sandwich	Goals and Decisions
4	Skills for Following Directions	Effects of Helpful and Hurtful Words	Time Management/Goal Setting
5	Steps in Decision Making	Communications and Interpersonal Skills	What's My Line?
6	Problem Solving	Practicing Interviewing Skills	Importance of Goal Setting
7	Critical Thinking Skills	Interacting with Others	Goal Review
8	Future Decisions	Communicating Feelings	Goal Setting for Your Future
9	Locus of Control	Relationship Issues	Planning Your Life
10	Career Fair	Components of Communication	20th High School Reunion
11	How to Decide Stumbling Blocks to Decision Making Postsecondary Planning	Communicating and Interviewing Skills	Career Fair
12	Personal Action Plan	Preparing for an Interview	Goal Setting and Accessing Resources

The curriculum lessons presented focus on four of the nine goals and are intended to show the sequential nature of the skills being addressed and the consistency of reinforcement of skill development, K-12.

Grade Level: K
Content Area: Academic

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 2: School Success Skills
TIME ALLOTMENT: 10-15 minutes
TITLE: Problem Solving

Student Competencies Addressed:

The student will:
A2.K.11 – learn about problem-solving techniques needed in school, at home or elsewhere.

Lesson plans/activities:

1. Explain that many of our choices are made because of what we need.
2. Discuss need based on the following question: "What do we need in order to draw a picture?" (paper, pencil, crayon, etc.)
3. Talk about different people needing different kinds of "tools" in what they do. Example – Does a cowboy need a desk or a horse to do his job?
4. Show pictures of different objects and ask students to decide who would best use the objects or tools. Examples:
    a. Who would need a warm coat, a boy who likes in Alaska – where it gets very cold – or one who lives in southern Florida – where it is very hot?
    b. Who would need a tractor, a teacher or a farmer?
    c. Who would need a boat, a fisherman or a truck driver?
    d. Who would want a rattle, a grandmother or a baby?
    e. Who would want a tricycle, a four-year-old boy or his father?
    f. Who would need a drum, a doctor or a member of the high school band?
5. Summarize making choices based on our needs.

Materials needed:

Pictures of different objects (tools).

Evaluation method:

Students are asked to discuss tools (and purpose) used in their homes. Teacher makes a list of them on the board.

Adapted from:
Newington Public Schools

Grade Level: 1
Content Area: Academic

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 2: School Success Skills
TIME ALLOTMENT: 15-20 minutes
TITLE: Making Choices

Student Competencies Addressed:

The student will:
A2.1.13 – learn to distinguish between big and little choices.

Lesson plans/activities:

1. Introduce the topic of Choices. Put the Choices Scale on the board and explain the scale of 1-5.

Little Choices		Average Choices		Big Choices
#1	#2	#3	#4	#5
Example: Stand up/Sit to do work		Tie shoes when laces are undone or let them flop		Go home after school or go to a friend's house without permission.

2. Explain the choices on the scale and have the class discuss the consequences for each level. Use additional examples for each Choice Scale.
3. Have students give their own examples of the choices that they have made and the consequences of those choices.
4. Demonstrate with pictures big and little choices.
5. Have students in groups of three make a collage from pictures of big and little choices.
6. Have students present and explain their collage to the class.

Materials needed:

Precut magazine pictures (12x18) that can be used by children.
Paper, paste, crayons, markers and poster board

Evaluation method:

Discussion of the difference between big and little choices. What makes a choice a big or little one? The importance of making good choices.

Grade Level: 1
Content Area: Academic

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 2: School Success Skills
TIME ALLOTMENT: 20 minutes
TITLE: Making Choices

Student Competencies Addressed:

The student will:
A2.1.13 – learn to distinguish between big and little choices.

Lesson plans/activities:

1. Display a variety of magazine pictures showing people in each of the following situations: grocery shopping, reading the classified ads, looking at a new house to buy, and trying on some new shoes
2. Discuss each picture and identify the decisions connected with the pictures: selecting food to eat, a new job, a new house, a new pair of shoes.
3. Categorize each decision as being either major (big) or minor (little) and explain that one determines whether a decision is major or minor by considering the consequences of the decision (what the long-term effects will be, whether the decision will mean big changes in one's life, etc.).
4. Illustrate that, regardless of whether a decision is major or minor, the decision making process follows the same steps: gathering information, identifying alternatives, and understanding consequences. For example, in deciding what shoes to buy (a minor decision), you first need to know where you can get shoes. Then you need to look at all the styles, colors, and prices. What happens if you select a black pair instead of brown? Hightops instead of lowcuts? In deciding whether or not to buy a new house (a major decision), a parent would need to know what houses are available and where, as well as how much they cost and how much money the family can afford to spend. What are the neighborhoods like? How will it affect the family to move? Is moving something the family really needs to do?
5. Have students select a partner and together create a display chart of big and little decisions, using additional magazine pictures.
6. Direct sharing of completed charts.

Discussion

Content Questions

1. What is the difference between a big (major) decision and a little (minor) one?
2. Can the same decision be a big one for one person and a small one for another person? (An example would be a teenager's choosing a new after school job and a parent's choosing a new job to help support a family.)
3. What makes a decision major or minor?

Personalization Questions

1. Has anyone in your family ever made a major decision? What was it? How did it affect your family?

2. What kinds of decisions do you usually make?
3. Why is making good minor decisions important practice for you?

To the Leader

Children often minimize the importance of their decision making because they know their decisions are most often minor ones. It is necessary to develop children's sense of their own power and pride in making even small decisions. Furthermore, it may be helpful to remind children that effective decision-making skills are learned and, as such, require practice that can be provided by making good minor decisions on a daily basis.

Grade Level: 2
Content Area: Academic

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 2: School Success Skills
TIME ALLOTMENT: 30 minutes
TITLE: Influence of Others on Decision Making

Student Competencies Addressed:

The student will:
A2.2.6 – review need for focusing on a task and determine its importance in decision making.
A2.2.9 – demonstrate the ability to assert boundaries, rights and personal privacy.

Lesson plans/activities:

1. Tell the students we make dozens of decisions everyday, and every decision has an outcome/consequence. When making a decision, we need to look at the information we have or need to find, look at the outcome/consequence of the decision we want to make and accept the outcome whether or not it turns out to be a good decision.
   - Look at information – get information if we need it
   - Look at possible outcomes/consequences
   - Make decision
   - Accept the consequences
2. Have students participate in a game called "Streets and Alleys". Assume the role of the "caller", and have students line up in four parallel lines facing you. Select one student to be the "pedestrian" (runner) and one to be the "chaser". The students are to stand with their arms outstretched touching the hands with the person next to them. When the "caller" says "streets", all students make a quick turn to the right, and when the caller says "alleys", all students return to original position. The chaser's objective is to tag the pedestrian by running down streets and alleys without breaking through the outstretched arms. When the pedestrian is tagged, choose two more students to chase.
3. Draw on the chalkboard a typical street and intersection layout showing pedestrian crossings. Guide the students to recognize where they should and where they should not attempt to cross the street. Then conduct a discussion to include the following questions:
   a. What would you decide to do if you and your best friend were trying to cross a busy street and he said "C'mon, no cars coming, let's run across here where there are no lines."?
   b. What could happen if you crossed a busy street where there are no painted lines for pedestrians? Use the word "consequences" – define it and apply it to the questions.
   c. Should you always do what a friend wants you to do?
   d. Does considering consequences help you make better decisions?
   e. Should you try to persuade your friend to cross in a pedestrian crossing to protect his life as well as your own? What are the consequences?
   f. How should you respond to all rules made for your safety? What are the consequences?
   g. List the steps for deciding what you should do.

Materials needed:

Chalkboard

Evaluation method:

Student will be able to list some steps necessary to make a decision. Students will be able to apply the steps (they identified necessary to make a decision) to other situations.

Grade Level: 3
Content Area: Academic

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 2: School Success Skills
TIME ALLOTMENT: 20-30 minutes
TITLE: Cause and Effect

Student Competencies Addressed:

The student will:
A2.3.7 – recognize the consequences of a decision.

Lesson plans/activities:

1. Review the decision-making steps taught in grade two.

2. Explain that today's activity will help them to learn that the consequences of a decision are determined by the choices we make (give an example – I got soaked during the rainstorm because I decided to go out without a raincoat, hat and boots). The outcome (consequences/effect) of my decision, not to wear rainwear, was directly related to my getting soaked. Illustrate by putting the example on the board.

3. Make certain that the students understand the example before proceeding with the next step.

4. Divide the class into four groups and explain to the students that each group will take turns responding to a situation that will be read by the counselor/teacher.

5. Each group is asked to come to the front of the room. A situation is read and students in the group must describe the situation presented, the outcome and what caused the outcome.

Materials needed:

Written situations

Evaluation method:

After all groups have had an opportunity to respond to a situation, have students volunteer situations in which they made good/bad choices and the outcomes. Ask the students to discuss what control they have over things that happen to them.

SITUATIONS

Situation 1: A high school students tells his parents that he needs the car to go to the town library to study for his history and math tests scheduled for the next day. He meets some friends at the library, and they convince him to drive them to the mall where they hang out until 9:00 p.m. The next day the student received low grades on both tests. When the parents find out about the situation (the low grades and going to the mall), the student is not allowed to use the family car for a month.

Situation 2: In order to watch his favorite TV program, a boy tells his mother that he has finished all his homework. The next day, he does not have homework to turn in. The teacher calls his mother. The boy is grounded for a week and is not allowed to watch TV for two weeks.

Situation 3: As a class project, fourth grade students write letters each month to the elderly in the town's nursing home. At the end of the school year, the Mayor invites the students to town hall to participate in a ceremony to recognize their efforts. Each student is given a certificate of appreciation and they are invited to the nursing home for a party in their honor.

Situation 4: A new girl is introduced to the class. She is new to the school and to the community. Two girls in the class offer to show her around the school and have lunch with her in the cafeteria. A week later, the two girls are invited to her house for a pizza party.

Grade Level: 4
Content Area: Academic

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 2: School Success Skills
TIME ALLOTMENT: 30 minutes
TITLE: Skills for Following Directions

Student Competencies Addressed:

The student will:
A2.4.7 – recognize the importance of following directions.

Lesson plans/activities:

1. Upon entering the classroom, explain that you are there to administer a test for the counseling department. Ask students to clear their desks and take out a pencil.
2. Hand out the test face down on the desk. Tell the students not to turn over the test until the starting time. Tell the students that there is to be no talking whatsoever (the first direction).
3. The students will have five minutes to complete as much of the test as possible.
4. After the test is completed, discuss the following:
    a. Read all directions and questions first.
    b. Do the questions you have answers for first.
    c. Then do the remaining questions if possible.

Materials needed:

- Copies of the handout
- Pencils

Evaluation method:

1. Pay attention to the behaviors of the students during the test. Elicit the support of the classroom teacher in observing the activity. When time is up, collect the tests and tell the students how many passed/failed the test.
2. Ask if the students felt this was a fair test; ask what feelings this activity has brought out. Discuss the importance of following directions. Ask for statements about what was learned in this lesson.

Adapted from:
Tom Spiwak
Eli Whitney Elementary School
Enfield, CT

Read all of the directions before beginning. **(#1)**

1. Print your full name. _____

2. Print the school counselor's name. _____

3. List two music groups that you like. _____, _____

4. Write down the color of your teacher's hair. _____

5. Draw a circle around the directions for this test.

6. Write the name of the last movie that you saw. _____

7. Put your head down on your desk and count out loud to ten.

8. Stand up and say, "I am here".

9. Draw a second circle around the directions for this test.

10. Ignore all the above directions. Turn your test over and sit quietly so no one else catches on.

Read all of the directions before beginning. (#2)

1. Print your name on the top of the test.
2. Print your teacher's name under your name.
3. What is the capital of Connecticut? _____
4. In which country is the Grand Canyon located? _____
5. Write down how long you have been a student at this school. _____
6. What is the color of the house that the President of the United States lives in?

   _____
7. Write your birth date on the back of this test.
8. Subtract 109 from the year that you were born.
9. Circle the answer to question number 8.
10. Draw a rectangle around the directions for this test.
11. Write down your age. _____
12. Divide the answer in question number 9 by your age on the back of this test.
13. Stand up and say our loud "I am on question number thirteen".
14. Circle the directions for this test, twice.
15. Ignore all the above directions. Sign your name on the bottom of this test and sit quietly so that no one catches on.

Grade Level: 5
Content Area: Academic

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 2: School Success Skills
TIME ALLOTMENT: 15-20 minutes
TITLE: Steps in Decision Making

Student Competencies Addressed:

The student will:
A2.5.7 – apply steps in the decision-making process.

Lesson plans/activities:

1. Counselor meet with classroom teacher to determine classroom problem to be solved prior to lesson.
2. On a chart begin listing decision making steps:
    a. Pinpoint problem – Always state in a "How" question format. Example: "How can I/We get materials for our class project?"
    b. Gather accurate information necessary to solve problem.
    c. Look at alternative solutions.
    d. Look at consequences for each alternative.
    e. Make decision.
    f. Follow through with decision.
    g. Accept the consequences.
    h. Evaluate your decision.

*Note: This is best implemented in two-three lessons. One lesson with the full class and then small groups. Teacher would keep chart available throughout the year for student references and use the format on a regular basis.

Materials needed:

Flip chart

Evaluation method:

Counselor/Teacher observations

Grade Level: 6
Content Area: Academic

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 2: School Success Skills
TIME ALLOTMENT: 40 Minutes
TITLE: Problem Solving

Student Competencies Addressed:

The student will:
A2.6.11 – examine the impact of pressure and stress on problem solving.

Lesson plans/activities:

1. Review the eights steps in the decision-making process. Write the eight steps on the board or a chart:

    1. Identify the problem
    2. Gather information to solve problem
    3. Look at alternative solutions
    4. Look at consequences for each alternative
    5. Make decision
    6. Follow through with the decision
    7. Accept the consequences
    8. Evaluate the decision

2. Each student is assigned one to three stressful situations from the handout, *Tough Situations*, and is asked to list solutions. The student selects the best solution based on consideration of respective consequences and the intended goal. Students now gather in groups by situation and identify the group's best solution. These solutions are compiled and then distributed to all students in the class.

Materials needed:

List of *"Tough Situations"*

Evaluation method:

Counselor observation of active student involvement.

Adapted from:
Hartford Middle School Curriculum

12 TOUGH SITUATIONS

Here are 12 situations that middle-school students decided were the most stressful and difficult problems to handle:

1. Someone challenges you to a fight and you feel upset.
2. Your mother tells you that you can't do something you want to do and you feel mad.
3. Your friends try to convince you to smoke cigarettes, drink, or try drugs and you feel pressured.
4. An adult blames you for something you didn't do and you feel frustrated.
5. A friend lies to you and you feel betrayed.
6. Someone is spreading rumors about you and you feel furious.
7. You meet new students and you feel worried about whether or not they will like you.
8. Your friends are trying to get you to do something that might get you into trouble and you feel scared.
9. Your brothers or sisters are picking on you instead of being friendly and you feel angry.
10. Your homework is difficult and you feel angry.
11. Your best friend argues with you and you feel nervous that you might stop being friends.
12. Somebody likes your boyfriend or girlfriend and you feel jealous.

Grade Level: 7
Content Area: Academic

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 2: School Success Skills
TIME ALLOTMENT: 1 Period
TITLE: Critical Thinking Skills

Student Competencies Addressed:

The student will:
A2.7.9 – apply critical thinking and decision-making skills in specific academic situations.

Lesson plans/activities:

1. Briefly describe the objectives of the session.

2. Ask students what kinds of decisions they need to make in school. These might concern subjects to take, activities to elect, schools to attend, report topics to choose, and so forth. Explain that decision making includes choosing among alternatives and that it is a skill you learn to do better with practice. (Even with practice, however, we may not always be able to make the best decisions for ourselves.)

3. Elicit questions students need to ask in order to make good decisions.

   - What are the choices involved?
   - Do I know everything I need to know about the situation? What information do I lack?
   - What are the possible risks and benefits that go along with each choice?
   - What are the final consequences of each choice?
   - How will I feel if I made one choice or another?
   - Which one of these choices is the best for me at this time?
   - Have students pair up and briefly discuss what school-related decisions each member of the pair will be facing in the near future. Have students list the risks, benefits and consequences of each decision possibility. After about five minutes, reassemble as a group, then ask for volunteers to share their decisions. For example:

Should I take algebra (which is harder) or eighth-grade math (which is easier)?
Should I do an extra project in science to get a *B*, or should I be satisfied with doing less and getting a *C*.
Should I choose a teacher who is known to give a lot of work but who is interesting or a teacher who is easier but from whom I won't learn as much?
Should I ask a friend to study with me, or should I keep on the way I have been studying?

After the example decision has been worked through, discuss the following questions.

What was it like for you to share your decisions with a partner?
How do you usually go about making decisions? Is this new process a different experience for you?
How might this be a better way to make decisions?
How would you feel if you made a decision using this process and then later wished you had made another choice?

Materials needed:

- Decision-Making Worksheet
- Paper and pencils

Evaluation method:

Class discussions

DECISION-MAKING WORKSHEET
Grade 7

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Grade Level: 8
Content Area: Academic

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 2: School Success Skills
TIME ALLOTMENT: One Class Period
TITLE: Future Decisions: High School Planning

Student Competencies Addressed:

The student will:
A2.8.10 – select high school courses that reflect his/her abilities, goals and graduation requirements.

Lesson plans/activities:

1. Present students with high school's *Program of Studies*.

2. Formulate a list of issues for discussion.
   - required courses for graduation
   - prerequisites and sequencing of courses
   - number of courses allowed each year
   - electives available
   - courses to develop personal interests, abilities and skills
   - college/employment requirements

3. Explain criteria for level placement in required courses – teacher recommendation, group test scores.

4. Give students course planning sheet for four years and have them enter course choices.

Materials needed:

Program of Studies booklet from high school
Course planning selection sheets

Evaluation method:

Students will complete course selection from grade 9.

Adapted from:
Windsor (1993)

COURSE PLANNING FOR HIGH SCHOOL

Name _____ Class of _____ Date _____
Educational Goal _____ Career Goal _____

Grade 9		Grade 10	
Subject Title	Credit	Subject Title	Credit
English	_____	English	_____
Math ( )	_____	Math ( )	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Grade 11		Grade 12	
Subject Title	Credit	Subject Title	Credit
English	_____	English	_____
Math ( )	_____	Math ( )	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Grade Level: 9
Content Area: Academic

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 2: School Success Skills
TIME ALLOTMENT: 1 Period
TITLE: Locus of Control

Student Competencies Addressed:

The student will:
A2.9.13 – understand the concept of locus of control.

Lesson plans/activities:

1. Counselor begins discussion about daily life events such as *"He made me mad.", "I failed because the teacher did not like me.", "I failed because I did not have the ability."*
2. Discussion of the concepts of effort, ability, luck, internal, external events. Ask the students: *"Would you like to know more about yourself?"*
3. Administer the Locus of control Scale or construct a similar questionnaire. Locus of Control refers to how much an individual accepts control for his/her own behavior. People with a strong internal locus of control believe that they have control over what happens to them. Those with an external locus believe that fate, luck, or other's actions determine what happens to them.
4. Go over results of survey. Have students score their inventories. (1 point for each correct response, 0 points for incorrect responses.) Highlighted letters under each statement on the Scoring Master are correct responses and are worth 1 point. Letters that are not highlighted are incorrect responses and are worth 0. The higher the score = the more internal locus of control.
5. Return to original statements and ask students to reframe them to show personal control over the situation.

Materials needed:

Locus of Control Scale developed by David Gardner and Sue Allen Warren, 1978. The Mind Test by Rita Aero and Elliot Werner.
Scoring Master for the inventory.

Evaluation method:

Students will be able to reframe original situations discussed in class and recognize how locus of control affects their lives.

Adapted from:
Newington Public Schools

Different Situations Inventory

Name (or I.D.)_____ **Date**_____

Consider your observations of your own behavior in the past and indicate how you think you would respond in the different situations described below. Even though both alternatives may seem appropriate to you, please choose the one you think most fitting for you. If you are not certain, please guess.

CIRCLE EITHER A OR B BUT NOT BOTH

1) In buying new shoes, I would be more influenced by:
   a) Current fashions.
   b) Personal preferences

2) If I received an unexpected bonus, I might say:
   a) "This is my lucky day!"
   b) "Hard work pays off!"

3) After doing a good job, I would feel:
   a) Proud that it was such good work.
   b) Proud that someone praised the work.

4) I tend to believe that an ideal future career depends most on:
   a) Hard work toward the goal, more than luck.
   b) Good luck along with the work.

5) Asked to volunteer for a community service job, I would want to know:
   a) How much time and effort would be required.
   b) If significant peers had already agreed to help.

6) When confronted by another person's disagreement, I would:
   a) Withdraw gracefully.
   b) Try to clarify the issue.

7) Given a complex task, I would probably:
   a) Try to complete the task without help.
   b) Seek consultation at each stage.

8) If asked to estimate time required to bicycle five kilometers, I would:
   a) Tend to approximate the estimates of peers.
   b) Hold to own estimate even if it differs from those of peers.

9) My reaction to learning that a radio just purchased had poor tone:
   a) That clerk sold me a bill of goods!"
   b) "Next time I'll know not to buy the cheapest one!"

10) I would prefer a TV detective show in which:
   a) The hero works alone.
   b) The police consult a famous detective.

11) After failure on a test, I might attribute blame to:
   a) The test itself.
   b) Lack of preparation.

12) When somebody gets angry at me, I might feel:
   a) Maybe he'll get over it after a while.
   b) A nice letter of explanation might clear the air.

13) I might attribute difficulty in learning to improve at tennis to:
   a) Poor teaching by the coach.
   b) Not enough practice.

14) In studying for an exam, I would prefer:
   a) Studying with another student.
   b) Studying in private.

15) If another person says critical things about me, my most likely reaction might be to think:
   a) "I wonder if others think the same thing about me."
   b) "Well, I'm not so sure I agree with that opinion."

16) Type of game I prefer:
   a) A game of chance.
   b) A game of skill.

17) I would feel that to reach my goal in my life, it's important to know:
   a) The right people.
   b) What I really want from life.

18) When people are mean to me, I might feel:
   a) Very concerned because it is important to have lots of friends.
   b) Very concerned, but that it is possible to get along without such people.

19) In a baseball game, I might attribute my excellent performance to:
   a) Having a "good day."
   b) Rigorous practice.

20) Not finding a personal item in an expected place, I might say:
   a) "I wonder if I left it somewhere else?"
   b) "I wonder if somebody took it by mistake?"

Scoring Master — Different Situations Inventory

Name (or I.D.)_____ **Date**_____

Consider your observations of your own behavior in the past and indicate how you think you would respond in the different situations described below. Even though both alternatives may seem appropriate to you, please choose the one you think most fitting for you. If you are not certain, please guess.

CIRCLE EITHER A OR B BUT NOT BOTH

1) In buying new shoes, I would be more influenced by:
   a) Current fashions.
   b) Personal preferences.

2) If I received an unexpected bonus, I might say:
   a) "This is my lucky day!"
   b) "Hard work pays off!"

3) After doing a good job, I would feel:
   a) Proud that it was such good work.
   b) Proud that someone praised the work.

4) I tend to believe that an ideal future career depends most on:
   a) Hard work toward the goal, more than luck.
   b) Good luck along with the work.

5) Asked to volunteer for a community service job, I would want to know:
   a) How much time and effort would be required.
   b) If significant peers had already agreed to help.

6) When confronted by another person's disagreement, I would:
   a) Withdraw gracefully.
   b) Try to clarify the issue.

7) Given a complex task, I would probably:
   a) Try to complete the task without help.
   b) Seek consultation at each stage.

8) If asked to estimate time required to bicycle five kilometers, I would:
   a) Tend to approximate the estimates of peers.
   b) Hold to own estimate even if it differs from those of peers.

9) My reaction to learning that a radio just purchased had poor tone:
   a) That clerk sold me a bill of goods!"
   b) "Next time I'll know not to buy the cheapest one!"

10) I would prefer a TV detective show in which:
   a) The hero works alone.
   b) The police consult a famous detective.

11) After failure on a test, I might attribute blame to:
   a) The test itself.
   b) Lack of preparation.

12) When somebody gets angry at me, I might feel:
   a) Maybe he'll get over it after a while.
   b) A nice letter of explanation might clear the air.

13) I might attribute difficulty in learning to improve at tennis to:
   a) Poor teaching by the coach.
   b) Not enough practice!

14) In studying for an exam, I would prefer:
   a) Studying with another student.
   b) Studying in private.

15) If another person says critical things about me, my most likely reaction might be to think:
   a) "I wonder if others think the same thing about me."
   b) "Well, I'm not so sure I agree with that opinion."

16) Type of game I prefer:
   a) A game of chance.
   b) A game of skill.

17) I would feel that to reach my goal in my life, it's important to know:
   a) The right people.
   b) What I really want from life.

18) When people are mean to me, I might feel:
   a) Very concerned because it is important to have lots of friends.
   b) Very concerned, but that it is possible to get along without such people.

19) In a baseball game, I might attribute my excellent performance to:
   a) Having a "good day."
   b) Rigorous practice.

20) Not finding a personal item in an expected place, I might say:
   a) "I wonder if I left it somewhere else?"
   b) "I wonder if somebody took it by mistake?

BEST COPY AVAILABLE

Grade Level: 10
Content Area: Career

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 6: Relationship Between School and Work
TIME ALLOTMENT: 1 Period
TITLE: Career Fair

Student Competencies Addressed:

The student will:
C6.10.31 – investigate educational and vocational alternatives in relationship to interests, abilities and future goals.

Lesson plans/activities:

1. Counselor explains the purpose of a Career Fair and distributes the list of participants in the upcoming fair.
2. Counselor reviews the organization and time frame of the fair and the types of colleges, vocational and military programs represented (2/4 year colleges, majors/specialized courses, technical, private, public, state, in-state, out-of-state, competitive, noncompetitive, etc.).
3. Counselor discusses factors to consider in investigating post-secondary programs and gives examples of representatives to contact whose institutions have specific majors, specialties, and special programs.
4. Inform students to:
   - bring pen/pencil and a notebook;
   - develop a list of questions to ask about entrance requirements, grades, high school preparation, test scores, GPA, class rank, majors, special programs, sports, etc;
   - find out about the nature of student population (competitive, percent reside on campus, etc.);
   - ask about financial aid; and
   - develop a mini-resume of background to date: interest, future goals, courses, grades, GPA, activities, sports, special talents.
5. Respond to student questions.

Materials needed:

List of participants in the Career Fair

Evaluation method:

Counselor observation/individual conferences
Feedback from representatives

Grade Level: 11
Content Area: Academic

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 2: School Success Skills
TIME ALLOTMENT: 1 Period
TITLE: How to Decide

Student Competencies Addressed:

The student will:
A2.11.11 – learn to make decisions that are in one's best interest.

Lesson plans/activities:

1. List the following decisions on the chalkboard:
   - Decides to enlist in the army because he can't think of anything else to do.
   - Decides to go to cosmetology school because all her friends are doing it.
   - Tries smoking dope because she's afraid the kids will make fun of her if she doesn't.
   - Doesn't stay overnight in a motel with his girlfriend and some other kids because he doesn't feel comfortable doing it.
   - Has a chance to cheat on a major exam but doesn't because he figures he'll need to know the material later on anyway.

After students have read these decisions, discuss which one illustrate that the person involved was thinking ahead and acting in his or her own best interests. Identify the factors involved in acting in your own best interests: anticipating consequences; doing what feels right for you, even though it may be different from what your peers want you to do; and looking at how you can be in charge of your life as an actor, not a reactor.

Materials needed:

Paper and pencils as needed
Chalkboard, chalk (or flipchart and markers)

Evaluation method:

Individual Responses to the following:

1. Do you think young people your age usually make decisions that are in their own best interests?
2. If they don't, what do you think prevents them from doing so?
3. What do you see as the payoffs for acting in one's own best interests?
4. Is acting in your own best interests a problem for you? If so, what gets in your way and what can you do about it?
5. How can you apply what you have learned in this lesson to your own life?

Adapted from:
Thinking, Feeling, Behaving
An Emotional Education Curriculum for Adolescents, Ann Vernon, 1989

Grade Level: 11
Content Area: Academic

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 2: School Success Skills
TIME ALLOTMENT: 1 Period
TITLE: Stumbling Blocks to Decision Making

Student Competencies Addressed:

The student will:
A2.11.10 – demonstrate an understanding of the influences on decision making

Lesson plans/activities:

1. Remind students that although they make many decisions automatically, some decisions are more difficult or more complex. Practicing the decision making model will help you when you have one of those to make.
2. Ask students to identify a decision presently facing them. If they are having difficulty thinking of one, they may consider deciding about a job, a career, or college. Use this decision to complete "Decision making Practice" activity sheet.
3. Discuss "Stumbling Blocks Information" sheet. Continue the lesson with the "Stumbling Block Checklist". Direct the students to identify what might or did get in their way when making decisions on the practice sheet. Then using numbers from 1 to 5, with 1 being small and 5 gigantic, rate that stumbling block for its size.

Materials needed:

"Decision-Making Practice" activity sheet, "Stumbling Blocks Information" sheet and "Stumbling Blocks Checklist" activity sheet.

Evaluation method:

Completion of the two activity sheets will demonstrate the student's skills in making decisions in identifying stumbling blocks whether real or imagined that interfere with good decision making.

Adapted from:
Dover Public Schools
CCSU Graduate Student Project (1996)

DECISION MAKING PRACTICE

Think of a decision that you need to made or recently made. Complete the three steps on this paper. Create four possible choices for each; if you have difficulty thinking of four choices, ask another person for suggestions.

Step 1 – Identify Decision	Step 2 – List Possible Choices	Step 3 – Consequences +	-
_____	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	

Now that you completed this one, try another.

Step 1 – Identify Decision	Step 2 – List Possible Choices	Step 3 – Consequences +	-
_____	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	

STUMBLING BLOCKS CHECKLIST

INTERNAL

_____ I don't have the ability or knowledge to do it.

_____ What if I make the wrong choice?

_____ Suppose I fail?

_____ What will be expected of me if I succeed?

_____ I'm afraid of what others might think.

_____ I only see two choices and I don't like either one of them.

_____ It's too hard.

_____ Other _____

EXTERNAL

_____ There's not enough money.

_____ There's not enough time.

_____ My parents will be upset.

_____ Men don't do that. I'm too young to do that.

_____ My friends will think I'm a dork.

_____ I have too many other responsibilities.

Look honestly at the external stumbling blocks to see if they mask an internal obstacle or are being used as an excuse.

Remember that to not make a decision is a decision.

Grade Level: 11
Content Area: Academic

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 2: School Success Skills
TIME ALLOTMENT: 1-2 Periods
TITLE: Postsecondary Planning I

Student Competencies Addressed:

The student will:
A2.11.9 – identify postsecondary options consistent with interests, achievements, aptitudes and abilities.

Lesson plans/activities:

1. Counselor introduces the following topics to be covered during the post-secondary planning sessions and importance of each in the decision making and planning process:
   - Self Evaluation – Part I
   - Career Awareness and Exploration – Part II
   - Choosing a Post-Secondary School/Program
   - Research/Resources
   - Testing for College Admissions
   - The College Application Process, The College Visit, and Financial Aid
2. Counselor distributes the junior calendar and reviews the activities under each month. Expand on activities by month and have students make notes or checks in boxes on their calendars.
3. Counselor introduces the Self-Evaluation form and discusses the importance of a thoughtful self-evaluation in college/job choices.
   - Read each statement aloud and have students respond to the questions under each.
   - Have students discuss their responses to the questions.
4. Counselor introduces the Personal Characteristics and Learning Style form. Discuss importance of understanding self to help determine the type of college/job environment in which student would be the most comfortable. (Form from Krevolin and Smerd Workbook)
5. Summarize the importance of self-evaluation in career and postsecondary school planning process.

Materials needed:

- Outline of Planning Process
- Junior Year Calendar
- Self-Evaluation

Evaluation method:

Career/Education Planning Guide (last session)

Adapted from:
Newington Public School

SELF-EVALUATION

SELF-AWARNESS

The questions which follow can help you focus on future choices and on you as an individual. You may feel embarrassed or self-conscious when you first consider these questions. Nevertheless, an honest and thoughtful self-evaluation can reveal what you should look for in a college or a job and prepare you for statements you may be asked to make about yourself in essays and interviews when you apply. A serious look at yourself will help you find the options that are right for you and will help you present yourself effectively to them. If you wish to discuss your answers with someone, consult your counselor.

YOUR GOALS AND VALUES

1. What aspects of your high school years have been most meaningful to you? If you could live this period over again, would you do anything differently?

   Academic_____

   Activities/Work_____

   Social_____

2. What values are most important to you? What do you care most about? What occupies most of your energy, effort, and/or thoughts?

   Most Important _____

3. What kind of person would you like to become? Of your unique gifts and strengths, which would you like to develop? What would you most like to change about yourself?

   To Develop _____

   To Change _____

4. What experiences have shaped your growth and way of thinking?

   1. _____

   2. _____

YOUR EDUCATION

1. What are your academic interests? Which courses have you enjoyed the most? Which courses have been most difficult for you?

   Courses Enjoyed _____

   Courses Most Difficult _____

SELF-EVALUATION (Continued)

2. How much do you genuinely like to read, discuss issues, and exchange ideas? What has been your most stimulating intellectual experiences in recent years?

_____

_____

_____

3. In what areas of skills or knowledge do you feel most confident or least confident?

Most Confident _____

Least Confident _____

4. Have you worked up to your potential? If your academic record an accurate measure of your ability and potential? Yes ____No _____ Are your SAT scores? Yes ____ No _____ What do you consider the best measures of your potential for college work?

_____

_____

5. Are there any outside circumstances (in your recent experience or background) which have interfered with your academic performance? Consider such factors as: after school jobs, home responsibilities or difficulties, excessive school activities, illness or emotional stress, parental influences, English not spoken at home, or other factors which are unique to your background.

_____

_____

_____

YOUR ACTIVITIES AND INTERESTS

1. Outside the daily routine of classes and other responsibilities, which activities have mean the most to you? Looking back, would you have made different choices?

_____

_____

_____

2. Do your activities show any pattern of commitment, competence, or contribution to other individuals, your family, and/or school?

   Commitment _____

   Competence _____

   Contribution _____

THE WORLD AROUND YOU

1. What are your parents' expectations and goals for you?

   _____

   _____

   _____

2. Who are some of your favorite writers?

   _____

   _____

   _____

Grade Level: 12
Content Area: Academic

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 2: School Success Skills
TIME ALLOTMENT: 1 Period
TITLE: Personal Action Plan

Student Competencies Addressed:

The student will:
A2.12. 7 – develop a Personal Action Plan and determine steps to take to accomplish it.

Lesson plans/activities:

1. Hand out Personal Action Plans, review types of information needed and give examples.
2. Have each student complete an action form noting after high school goal(s) and steps that need to be taken in senior year to reach the goals.
3. Counselor makes a copy of the plan for the student's folder and gives a copy to the student.

Materials needed:

Personal Action Plan form

Evaluation method:

Completion of an action plan
Individual counselor observation and assessment of completed action by students

PERSONAL ACTION PLAN

Name _____ **YOG** _____ **Date** _____

A. Goal: College after High School Graduation

	Dates		
Things I need to do:	Will Start	Deadline	Completed
1. Visit college campuses	_____	_____	_____
2. Write for applications/Information	_____	_____	_____
3. Meet with my counselor	_____	_____	_____
4. Request recommendations from teachers, etc.	_____	_____	_____
5. Discuss educational costs with parents	_____	_____	_____
6. Complete and mail applications	_____	_____	_____
7. Request counseling office to send transcript(s)	_____	_____	_____
8. Prepare for interviews (review brochures resources for data)	_____	_____	_____
9. Get application for College-Board tests and sent to Princeton (or apply on-line)	_____	_____	_____
10. Take tests	_____	_____	_____
11. Complete application for financial aid	_____	_____	_____
12. Apply for AP Exam(s)	_____	_____	_____
13. College decision made	_____	_____	_____

Or

B. Goal: Full-Time Employment Following High School Graduation

	Dates		
Things I need to do:	Will Start	Deadline	Completed
1. Assess skills for employment	_____	_____	_____
2. Review academic record results of an interest inventory with counselor	_____	_____	_____
3. Research CT jobs available on-line	_____	_____	_____
4. Develop resume	_____	_____	_____
5. Practice job interviews with counselor	_____	_____	_____
6. Send for applications	_____	_____	_____
7. Schedule interviews	_____	_____	_____

Grade Level: K
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 7: Respect Self and Others
TIME ALLOTMENT: 15-20 minutes
TITLE: Communicating Good Manners

Student Competencies Addressed:

The student will:
P/S7.K.31 – identify the feelings of happiness, sadness and anger.
P/S7.K.32 – discuss manners and the role they play in building friendships.

Lesson plans/activities:

1. Introduce the word "communication" and its meaning. Relate good manners to good communication.
2. Have students define the concept of manners.
3. During this or future discussions, use the following topics and have students give examples of good manners when involved with:
   - parents
   - teachers
   - visitors
   - the property of others
   - other students' desks
   - borrowing
   - new students
   - school rules
4. Have students describe how they feel when people use good/poor manners toward them and their role in making and keeping friends.

Materials needed:

No materials are needed for this activity.

Evaluation method:

Students define the word "manners". Give examples of good/poor manners and expressed feelings resulting from "good" manners.

Grade Level: 1
Content Area: Career

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 7: Respect Self and Others
TIME ALLOTMENT: 20 minutes
TITLE: Interests and Communication

Student Competencies Addressed:

The student will:
P/S7.1.28 – recognize likenesses and differences in self and others.

Lesson plans/activities:

1. Make lists of things students like to do most in and out of school.
2. Show that many students like to do the same thing.
3. List what people in other classes like to do.
4. Discuss people students know who like what they do for a job.
5. Discuss interests that relate to careers. For example, bike riding, bike designer, baseball player, salesperson, doctor, writer.
6. Show that students who like to do the same thing have something to talk about together.
7. Group students according to likes/interests and provide 5-10 minutes for discussion.

Materials needed:

Chalkboard or easel pad

Evaluation method:

Students will be able to identify how their interests relate to the world of work and friendship.

Adapted from:
CSCA/CACD Curriculum, 1989

Grade Level: 1
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 7: Respect Self and Others
TIME ALLOTMENT: 20 minutes
TITLE: Similarities and Differences

Student Competencies Addressed:

The student will:
P/S7.1.28 – recognize likenesses and differences in self and others.

Lesson plans/activities:

1. Counselor introduces activity by discussing the unique qualities that make up individuals.
2. Counselor passes out a 12"x18" sheet of construction paper to each student and instructs students to write "Me at School" on top of the page.
3. Counselor passes out a variety of magazines and instructs students to cut out pictures and words from the magazines that are representative of themselves, activities that they enjoy, and people that they admire, then paste the cut-outs on the construction paper.
4. Counselor instructs students NOT to sign the completed paper.
5. Counselor will have students display the final work around the room.
6. Students will try to guess who belongs to each collage.
7. When a college is correctly matched to a student, that student will then explain the personal significance of each item in the collage.

Materials needed:

12"x18" sheets of construction paper
A variety of magazines
Stick glue and scissors for all

Evaluation method:

Ask for volunteers to share what they learned or "unlearned" today.
Counselor will point out that while there are some similarities between collages, the individual significance to the creator of the collage makes every one truly unique.

Adapted from:
Tom Spiwak
Eli Whitney Elementary School, Enfield, CT

Grade Level: 2
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 7: Respect Self and Others
TIME ALLOTMENT: 30 minutes
TITLE: Listening and Communicating

Student Competencies Addressed:

The student will:
P/S7.2.30 – illustrate two activities he/she can do well.
P/S7.2.31 – illustrate two activities he/she cannot do well.
P/S7.2.32 – name two ways others differ from himself/herself.

Lesson plans/activities:

1. Have the class form groups of two.
2. Tell them each person will be interviewing the other (like they do on television). This interview is to find out all about the other person.
3. Have students ask about the following information: family, pets, favorite foods, favorite games, favorite thing to do in school, favorite TV show, things they do well, activities that are difficult for them, etc.
4. When students are finished, have them make a picture of their person. They should incorporate what they found out about the person into their picture.*
5. Have students show their pictures and tell about the person they interviewed.

*(An alternative is to have each child bring in a picture of him/her that can be put on a poster or drawing paper.)

Materials needed:

Drawing paper
Crayons
Markers

Evaluation method:

Students formed groups of two and interviewed each other about their personal characteristics. Students drew pictures of each other depicting these characteristics and presented the pictures to the class.

Grade Level: 3
Content Area: Academic

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 7: Respect Self and Others
TIME ALLOTMENT: 30 Minutes
TITLE: Communication Sandwich

Student Competencies Addressed:

The student will:
P/S7.3.22 – explore communication and the role it plays in getting along with others.

Lesson plans/activities:

1. Review the concept of accurate and honest communication.
2. Read situations and give responses (I and you). Which is easier to hear? (See attached)
3. Discuss "I" and "you" messages
4. Role play communication sandwiches
   - two pieces of bread and positive statements (compliments)
   - peanut butter and jelly – something that is hard to say "I" message
   - students will arrange sandwich
   - class may rearrange sandwich
5. Sandwich ditto (extension)

Materials needed:

- List of "Real-Life Situations"
- List of role play situations

Evaluation method:

Students will create responses to real-life situations using "I" messages.

Adapted from:
Susan Judd, Elementary School Counselor
Seymour Public Schools

REAL-LIFE SITUATIONS

Mom's casserole – you like it, but not with peas in it. How do you tell her?

Sister teasing you – you wish she would stop. How would you say it?

Mom gives all of her attention to the new baby – you feel sad and left out. What could you say to Mom?

New boy/girl in your school – your best friend is spending more time with him/her than with you. You feel left out. What could you say?

You want to have lunch with a new group of friends – how could you tell your friends?

Dad wants you to watch a football game on TV – you would like to go out and play today – How would you tell him?

(Class thinks of additional situations.)

Examples:

"I" Message

1. I wish you would not put peas in the casserole.
2. I don't like to be teased.
3. I need attention.
4. I miss you.
5. I like you and others too.
6. I love playing outside with you, Dad. Could we play now?

"You" Message

1. You make an icky casserole.
2. You're a jerk.
3. You're mean.
4. You're not my friend.
5. You're a loser.
6. You never do anything with me.

Grade Level: 4
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 7: Respect Self and Others
TIME ALLOTMENT: 30 Minutes
TITLE: Effects of Helpful or Hurtful Words

Student Competencies Addressed:

The student will:
P/S7.4.20 – be aware of the impact that actions and words have on others.
P/S7.4.23 – learn what his/her actions and words communicate about himself/herself.

Lesson plans/activities:

1. Introduce activity by explaining how we can use our hands to be helpful or hurtful
2. Pass out construction paper and scissors to each student
3. Instruct students to trace their hand, cut out the outline, and label one side "helpful" and other "hurtful".
4. Break the class into groups of five or less and ask students to write down some words that appropriately describe the heading on each side of the hand.
5. Counselor initiates open discussion on how behavior and actions can lead to particular feelings expressed by others.
6. Counselor explains how words and actions both affect feelings positively and negatively.
7. Discuss how an individual's use of hurtful and helpful words tells others about their personality.

Materials needed:

Construction paper and scissors

Evaluation method:

Bring small groups back to the large group and ask for volunteers to discuss "helpful" and "hurtful" hands and how they are used.
Close by having students hold up hands around the room with "helpful" side facing out as a reminder how to be helpful.

Adapted from:
Graduate Student Project at CCSC

Grade Level: 5
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 7: Respect Self and Others
TIME ALLOTMENT: Two Sessions – 30 Minutes Each
TITLE: Communications and Interpersonal Skills

Student Competencies Addressed:

The student will:
P/S 7.5.20 – relate feelings in a socially acceptable manner.
P/S 7.5.23 – demonstrate the ability to share and work cooperatively on group tasks.

Lesson plans/activities

Part I (30 minutes)

1. Introduce lesson by telling students that they will be meeting in small groups (same gender) to discuss feelings about how they like to be treated by their peers. Students are asked to reflect on how they are being treated now, what they like, what they don't like about how their peers treat them, to think about same gender issues of socialization as well as opposite gender issues including the future, how they would like to be treated at school
2. Students meet in small groups. Each group selects a recorder who writes down all ideas and a monitor who makes certain all group members have the chance to contribute.
3. Monitor group progress throughout lesson to assist with wording and group process issues.
4. Collect papers at end of session. Write responses by gender in a socially acceptable format for each class.

Part II (30 minutes)

5. Share responses with students and discuss issues which emerge. Invite discussion while protecting the privacy of respondents.

Materials needed:

- Sheet on "HOW I LIKE TO BE TREATED"
- Scrap paper and pencil for each group

Evaluation method:

Each group will produce a product as instructed which includes a list of concerns, wishes about how they would like to be treated by peers.

Adapted from:
Seymour Public Schools

HOW I LIKE TO BE TREATED
Examples of possible responses

BOYS

- with respect/special
- keeping my pride and dignity
- like a human being
- like good people/like a normal person
- not made fun of
- no name calling
- like a friend
- not like I'm dirt
- fairly/not being blamed
- not yelled at/peacefully
- with appreciation
- nicely/in a kind manner
- courteously
- like others
- same
- no violence
- respect my privacy
- included in sports
- want to be taken seriously
- be a listener as well as a speaker/don't talk too much
- dignity
- happy

GIRLS

- like people who care about me
- like a person/human being
- carefully (no rough play?)
- special
- polite/courteously
- equally/fairly
- friendly
- respectfully/gently
- like to receive compliments
- kindly/no teasing
- perfectly like me (an individual)
- like an adult
- like queens or princesses
- have fun with interests such as animals, dancing, sports
- opinions heard and respected, both talk and listen
- no changing the subject/listened to
- honesty
- not bossy
- dress appropriately
- use good grammar

Grade Level: 6
Content Area: Career

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 6: Relationship Between School and Work
TIME ALLOTMENT: 45 Minutes
TITLE: Practicing Interviewing Skills

Student Competencies Addressed:

The student will:
C6.6.27 – describe skills needed in a variety of occupations.
C6.6.28 – classify individual interests and abilities as they relate to career goals.
C6.6.29 – discuss how gaining more information increases decision options.

Lesson plans/activities:

1. Have groups of four students take turns role playing a hiring committee for a large enterprise, e.g., a business, a school, a hospital. Given three job positions that must be filled in their setting, each group determines what qualifications suite those positions and write them down. At the conclusion of the first part of this lesson, take some time to review the comparison of qualifications for different occupations in various settings.
2. Arrange interviews with school staff (working adults) so they can respond to the prepared questions.
3. After each interview, have students share their reactions.
4. Have students complete these sentences:

   - "If I were a _____ (job title of person interviewed), I would work mainly for _____." "I like my work because: _____."
   - Ask the students to interview other adults during the following week. Have the students report to the group.
   - Discuss feeling they had during the interview process. Who was more nervous – the interviewer or interviewee?
   - Discuss what other occupations are now of interest to the students and why.
   - What made you decide on this career? _____
   - Was it a good decision for you? ___ _____

Materials needed:

Interview questions

Evaluation method:

Classroom discussion

Adapted from:
CSCA 1991

SELF-EVALUATION WORKSHEET

Name _____ *Homeroom* _____

One important aspect of choosing a position is understanding yourself. Self-evaluation can help you analyze what is important to you in the kind of work you will do and the kind of organization in which you will work.

The following are some of the things you should consider in your own self-evaluation. Your answers should be honest. They are meant to help you and should not represent a "good" or "bad" value judgment.

1. What are the things you do best? Are they related to people, data, and things?

   _____related to _____

   _____related to _____

   _____related to _____

2. Do you express yourself well and easily? Orally: Yes ____ No ____
   In writing: Yes _____ No ____
3. Do you see yourself as a leader of a group or team? Yes ____ No ____
4. Do you see yourself as an active participant of a group or team? Yes ____ No ____
5. Do you prefer to work on your own? Yes ____ No ____
6. Do you like supervision? Yes ____ No ____
7. Do you work well under pressure? Yes ____ No ____
8. Does pressure cause you anxiety? Is it difficult for you to work well under pressure?
   Yes ____ No ____
9. Do you seek responsibility? Ye s____ N o____
10. Do you prefer to follow directions? Ye s____ No ____
11. Do you enjoy new ideas and situations? Yes ____ No ____
12. Are you more comfortable with known routines? Ye s____ N o____
13. In your future, which of the following things are most important to you:
    a. working for a regular salary ____
    b. working for a commission ____
    c. working for a combination of both ____
14. Do you want to work a regular schedule (e.g., 9 a.m. to 5 p.m.)? Yes ____ No ____
15. Are you willing to travel more than 50 percent of your working time? Yes ____ No ____
16. What kind of environment is important to you?
    a. Do you prefer to work indoors? Yes ____ No ____
    b. Do you prefer to work outdoors? Yes ____ No ____
    c. Do you prefer an urban environment (population over a million)? Yes ____ No ____
    d. Do you prefer an environment with 100,000 to 900,000 population? Yes ___ No ___
    e. Do you prefer a rural setting? Yes ____ No ____
17. Do you prefer to work for a large corporation? Yes ____ No ____
18. Are you free to move? Yes ____ No ____
19. Are there important "others" to be considered? Yes ____ No ____

Source: Newington Public Schools

Grade Level: 7
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 7: Respect Self and Others
TIME ALLOTMENT: 1 Period
TITLE: Interacting with Others

Student Competencies Addressed:

The student will:
P/S7.7.26 – demonstrate skills for effectively for interacting with others.
P/S7.7.27 – identify personal interests, abilities and strengths.

Lesson plans/activities:

1. Explain the purpose of the lesson – learn about the importance of asking questions and listening to get information through an interview process.
2. Organize the interview sessions so that students are paired for a one-on-one interview. Students will spend 3-5 minutes interviewing their partner and recording the information on the interview form provided.
3. At the end of the designated time, each student will take turns introducing his/her partner and giving information about each other to the class.
4. Each student will be asked to stand in front of the class to make the introduction of his/her partner and tell something that they learned about that person that they did not know before or something that they have in common.

Materials needed:

Interview forms

Evaluation method:

Each student will assess his/her skills for interacting with others for making proper introductions and what the activity taught them about themselves and their ability to articulate before a group.

INTERVIEW FORM

1. What is your full name? _____
2. Where were you born, city/state? _____
3. Do you have brothers and sisters? _____

   Names, ages, grades in school? _____

   _____
4. Do you have a favorite food? _____
5. What do you do for fun? _____
6. What do you like about school? _____
7. Do you have a favorite school subject? _____

   Why? _____
8. Do you belong to any school clubs? _____

   Which ones? _____
9. What is your favorite activity(s) outside of school? _____

   _____
10. What is your favorite TV program, book and sport? _____

    _____
11. What is the most exciting thing that you have ever done/place visited, etc? _____

    _____
12. What do you want to be doing 8 and 12 years from now? _____

    _____
13. Anything else that you would like me to know about you? _____

    _____

    _____

Grade Level: 8
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 7: Respect Self and Others
TIME ALLOTMENT: 1 Period
TITLE: Communicating Feelings

Student Competencies Addressed:

The student will:
P/S7.8.29 – illustrate problem-solving techniques through communication.
P/S7.8.30 – demonstrate ways of communicating feelings appropriately.

Lesson plans/activities:

1. Introductions and state purpose: The purpose of this lesson is to discuss positive and negative feelings, their impact on communicating with others, the importance of accurately communicating our feelings, how to listen to others, how to communicate effectively, solving problems through communication and where to go for help when situations and feelings are hard to handle.
2. List positive and negative feelings on a chart.
3. Discuss how these feelings impact your tone of voice, inflection and place hidden meaning into words. Example: Say "What" in different tones and discuss the feelings that come through in the different tones. Say "What?" as though you did not hear way someone said. Say "What!" in a sympathetic manner as if you were asking, "What's the matter, did you hurt yourself?" Use the saying, "IT'S NOT WHAT YOU SAY, IT'S THE WAY THAT YOU SAY IT."
4. Brainstorm verbal and non-verbal communication. In verbal communication, cover words or statements that are acceptable and not acceptable depending on the situation. Example: "No, I won't do that." If you say one thing but do another, you are not communicating appropriately and may lose trust of friends, parents and teachers.
5. Case Studies. Solving Problems through Communication. With each case study, ask, how did the person feel, did they say what they thought the other person wanted to hear and did not follow through on what they said, did they communicate appropriately? If you are having problems, where can you go for help?
   a) My parents are on my back because I got a lot of interims. I'm grounded for life. What can I do?
   b) This person is saying things about me. My friends are telling me what's being said. How do I handle this?
   c) My friend's parents are real sick. She's talking about doing something dangerous. What should I do?
   d) My English teacher deliberately gives me grief. I know I am going to fail. What can I do?

Materials needed:

Chalkboard or Whiteboard

Evaluation method:

Ask each student to write one or two sentences responding to the question: How has this discussion helped me?

Grade Level: 9
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 7: Respect Self and Others
TIME ALLOTMENT: 1 Period
TITLE: Relationship Issues

Student Competencies Addressed:

The student will:
P/S7.9.33 – assess consequences of various alternatives for resolving relationship issues.

Lesson plans/activities:

1. Explain the purpose of the activity and organize students into groups of five.
2. Direct students to share examples of relationship problems/issues that they have had in the past six months, including problems with friends, siblings, peers, parents, teachers, neighbors, etc. They will have ten minutes to work in their groups.
3. Assign a student in each group to serve as the recorder for the group. As students share examples of problems and responses to them the recorder keeps a record of the type of problem, the response to the problem and the category according to friend, teacher, etc.
4. At the end of ten minutes, each recorder will list two-three examples from his/her group on the board. Students are asked to respond to the problems and the way in which they were resolved.
5. At the end of the discussion of the examples listed on the board, the counselor will have students brainstorm methods they use to resolve their relationship problems to avoid negative consequences.

Materials needed:

Paper and pencils

Evaluation method:

Student self-report during the discussions

Grade Level: 10
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 7: Respect Self and Others
TIME ALLOTMENT: 1 Period
TITLE: Components of Communication

Student Competencies Addressed:

The student will:
P/S7.10.37 – demonstrate an understanding of the three basis components of communication:

- attending
- listening
- responding

Lesson plans/activities:

1. The purpose and importance of the lesson are explained and the basic components of communication are defined and discussed.
2. The counselor breaks the group into two groups (ideally two groups of 10). Arrange groups in two circles – first person whispers a ten-word message into the ear of the person on his right. That person will proceed in the same manner until the message returns to the first person. How does that message differ from the original? Discuss results (10 minutes).
3. Discuss the three basic components of communicating:
   Attending – facing fully showing you are interested in what the other person has to say (you cannot listen if your back is to the person).
   Listening – (the key ingredient in communicating): Break into dyads – have first student make a statement about a personal concern -- second student (the listener) must repeat verbatim what the first person said, then alternate, allowing the first student to become the listener. Discuss results in the group.
   Responding – (communicating our understanding of what a person says): Exercise – same as above, only students show their understanding of what was said by responding with: "What you said was _____."

Materials needed:

Chalkboard, pencil and paper

Evaluation method:

Students will each indicate in writing (or verbally) how they will improve their communications with peers and adults.

Adapted from:
Newington Public Schools

Grade Level: 11
Content Area: Career

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 6: Relationship Between School and Work
TIME ALLOTMENT: 1 Period
TITLE: Communicating and Interviewing Skills

Student Competencies Addressed:

The student will:
C6.11.33 – demonstrate communication skills necessary in an interview, be it career, academic, or military.
C6.11.34 – learn how to convey positive qualities and assets during an interview.

Lesson plans/activities:

1. The counselor will explain the importance of a student being able to interact with others and communicate positive self-image in various settings These settings may include being on a job interview, on a college or vocational school interview, or an interview for military placement.
2. The students will then be asked to write responses to the following interview questions:
   Name three words that best describe you.
   Why do you want this position?
   What experiences do you have that will be an asset to you in this position?
3. The counselor will then promote a classroom discussion, commenting on responses and giving help where necessary. If possible, a career/interview specialists (or the counselor) may come in and demonstrate mock interviews with students.

Materials needed:

Chalkboard and/or handout with questions

Evaluation method:

Students will each write responses to the question:
"How will this discussion help me convey a positive self-image on an interview?"

Adapted from:
Newington Public Schools

Grade Level: 12
Content Area: Career

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 6: Relationship Between School and Work
TIME ALLOTMENT: 1 Period
TITLE: Preparing for an Interview

Student Competencies Addressed:

The student will:
C6.12.26 – identify abilities, skills, accomplishments and personal qualities in preparation for a college/job interview.

Lesson plans/activities:

1. Counselor explains the purpose of the activity and distributes Interview Preparation forms for recording personal strengths, skills, accomplishments, etc.
2. Counselor asks students for examples of their skills, personal qualities, accomplishments in and outside of school, etc. under each category and records the responses on the board. Students are then asked to complete their forms by providing information about themselves under each category.
3. Once the forms have been completed, students are asked to select a college and/or job and relate the information that they have recorded about themselves by having answering the question, "What will you tell the admissions officer or employer about yourself to let him/her know that you are a good candidate for the college and/or job? Provide each student with an opportunity to respond to the question and have the class discuss their responses.
4. Two follow-up activities to this lesson: Development of a resume based on the information contained in the Interview Preparation Form and role play interview sessions with a college admissions office and an employer.

Materials needed:

Interview Preparation Form

Evaluation method:

Student self-report after the activity and the completed interview preparation form that identifies abilities, talents, accomplishments, skills.

Adapted from:
Newington Public Schools

PREPARATION FOR A COLLEGE OR JOB INTERVIEW			
Please complete each category by recording all your talents, skills, personal qualities, accomplishments, etc. Identification of your skills and personal qualities is the initial step in interview preparation, resume development and interview participation.			
Personal Qualities Example: Responsible	**Skills** Example: Computer	**Talents** Example: Art	**Abilities:** Example: Writing
Accomplishments Example: Eagle Scout	**Activities:** Example: Orchestra, Volunteer at the local Nursing Home	**Part-Time Job** Cashier at	**Other** Traveled to China, Summer of_____

EXPLORING AN OCCUPATION

Name _____ *Homeroom* _____

An occupation you become interested in should closely match the kind of person you are, your values, talents, abilities, and interests. Please note your primary talents, interest, and skills:

Using the information that you find in the *Occupational Outlook Handbook*, decide if your selected occupations match your interests, talents, and skills.

1. Name of occupation:

2. What does a person in this occupation do?

3. What skills and kind of personality are needed for this job?

4. What education and training is necessary?

5. Where do these people work?

6. What is the salary range of this occupation?

7. What are the hours of this job? The benefits?

8. What is the future outlook for this occupation?

9. What are some names for different jobs in this field?

10. Briefly explain what you like and dislike about the job.

11. What do you now think of this job?

Source: Newington Public Schools

Grade Level: K
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 8: Goal Setting and Attainment Skills
TIME ALLOTMENT: 15-20 minutes
TITLE: I Am a Worker

Student Competencies Addressed:

The student will:
P/S8.K.33 – identify school and home responsibilities.

Lesson plans/activities:

1. Have the students silently think of responsibilities that they have at home and in school. Have them think of their favorite responsibility and tell a partner what it is. Discuss concept that responsibilities are a person's first job or work. List them on a chart.
2. List what is needed to do responsibilities. Emphasize importance of being prepared to do them properly.
3. Survey and tally whether students were paid or not paid to do responsibilities and discuss.
4. Discuss how responsibilities prepare them for the future.
5. Discuss and write story about how their responsibilities/first jobs connect to listening, talking, reading, and math.

Materials needed:

Story/chart paper, marking pens, award cards

Evaluation method:

- A list of responsibilities is displayed in the classroom.
- Story of how responsibilities help prepare for the future.
- Jobs both paid and unpaid are posted in the classroom.
- Individual awards for a job well done are provided.

Adapted from:
Comprehensive Competency-Based Guidance Center
for EducationalDevelopment, 1998

Grade Level: 1
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 8: Goal Setting and Attainment
TIME ALLOTMENT: 30 Minutes
TITLE: Cooperation/Goal Setting

Student Competencies Addressed:

The student will:
P/S8.1.31 – define an individual goal.
P/S8.1.33 – recognize the importance of cooperation.

Lesson plans/activities:

1. Before the class meets, arrange the rooms with tables into centers for the different parts of the class project to make and serve peanut butter and jelly sandwiches. At each table, place the supplies for that center, and a direction sheet for their job.
   a. The first table has loaves of wrapped bread and paper plates.
   b. The second table has peanut butter and knives to spread the peanut butter.
   c. The third table has jelly and knives to spread the jelly.
   d. The fourth table has loaves of wrapped bread.
   e. The fifth table has knives to cut the sandwiches.
   f. The final table has trays to serve the sandwiches.

2. Discuss what is a "Goal" and write on board "Goal of the Day – Make a Sandwich."

3. Discuss the importance of cooperation among workers when doing a job. Share several relevant examples of cooperation that results in a product.

4. Explain or review the personal qualities that good workers need to have in addition to cooperation: Being on time, following directions, doing the job, getting along with others. Talk about the need for getting along with and respecting others, especially in a factory or assembly line job where safety is involved.

5. Tell the students, "Today we are going to be factory workers and we each have a special job to do in the assembly line. We are going to assemble peanut butter and jelly sandwiches, serve them and eat them." Divide the class into equal groups and assign them the tables they will work at. "Extra" students can act as "inspectors" or "supervisors". Explain the directions for their job at their center.

6. Have each child thoroughly wash his/her hands. Stress good hygiene.

7. Complete jobs to assemble and serve the sandwiches. Enjoy!

8. Discuss and evaluate how the workers at each center did.
   - Did everyone cooperate?
   - What would happen if someone did not cooperate?
   - Did you get bored with your job?
   - What happened when someone did not follow directions?
   - How do you feel about the finished product?
   - Did we meet the goal we set today?

Materials needed:

Bread, peanut butter, jelly, plastic knives, paper plates, paper napkins, soap and water.

Evaluation method:

The students will share and enjoy the product they produced -- peanut butter and jelly sandwiches!

*Note: Be sensitive to student food allergies. A substitute for peanut butter may be necessary in some cases. Marshmallow is a good substitute.

Adapted from:
Missouri Comprehensive Guidance:
A Model for Program Development, Implementation and Evaluation, 1993.

Grade Level: 2
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 8: Goal Setting and Attainment Skills
TIME ALLOTMENT: 20 Minute
TITLE: Good Work Habits for Success

Student Competencies Addressed:

The student will:
P/S8.2.36 – identify his/her work habits.
P/S8.2.37 – develop a plan to improve a poor work habit.

Lesson plans/activities:

1. Begin by indicating that everyone wants to be successful. It is important to know what it takes to reach the goal of being successful. Pantomime some work habits for the students. Ask them to show thumbs up for the good work habits, and thumbs down for the poor work habits. Do 3-5 examples. (Lazy, tired, attentive, neat).
2. Ask the class if they would like to work with someone with good work habits or with poor work habits. Discuss why or why not?
3. Post a chart or draw on a board: *Goal: Work Habits/Poor Work Habits.* Ask the class for examples of each and list them on the chart/board.
4. Ask the students to be thinking of their own work habits as they get our paper and pen or pencil.
5. Ask each student to draw one good work habit they are proud of on the top half of the paper. Have them tell a partner why they are proud of this good work habit.
6. On the bottom half of the paper, tell students to write "My Goal" and draw a work habit that they would like to improve. Ask the student to silently think of their plan to improve this poor work habit. Have them share this improvement plan with a partner. Share several improvement plans with the class.
7. Display their sheets on a class bulletin board.
8. Copy sheets and place in a notebook for reference.

Materials needed:

- Paper and pen or pencil.
- Optional: chart paper

Evaluation method:

- Class and partner discussions.
- Completion of student worksheets.

Grade Level: 3
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

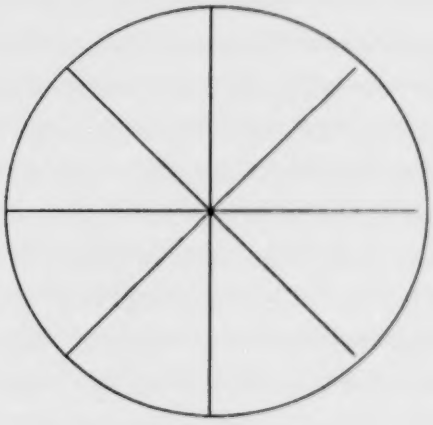
GOAL 8: Goal Setting and Attainment
TIME ALLOTMENT: 20-30 minutes
TITLE: Goal and Decisions

Student Competencies Addressed:

The student will:
P/S8.3.25 – conclude that decisions have effects.
P/S8.3.26 – recognize that priorities are important in setting goals.

Lesson plans/activities:

1. Discuss what a "goal" is and discuss steps needed to complete a goal.
   Use "Eating a meal" as an example:
2. Discuss all the tasks involved before and after eating and the cooperation that should be involved.
3. Have the students choose a "goal" and list the steps needed to accomplish it. Suggested activities might include: washing the car, doing the laundry, raking leaves, preparing school lunches.
4. Each student makes up his/her own wheel to display an identified goal.



Materials needed:

Paper, pencil, crayons

Evaluation method:

Each student makes up his/her own wheel to display an identified goal.

Grade Level: 4
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 8: Goal Setting and Attainment Skills
TIME ALLOTMENT: 35 minutes
TITLE: Time Management/Goal Setting

Student Competencies Addressed:

The student will:
P/S8.4.27 – recognize how use of time influences success in school.

Lesson plans/activities:

1. Draw a time log on the board. Have the student assist in completing the time log under the above headings.
2. Give each s student a copy of the time log to use for a period of seven days. Encourage the students to take the time log home to record their use of time for the weekend.
3. You may want to inform parents and enlist their help in this activity. The students could write a letter to attach to the time log. A Sample letter:

   Dear Parents:

   We have been keeping a log of our daily schedule this week in order to evaluate how we use our time. This weekend I will be keeping a log at home. Please help me remember to note the activities on the time log. I hope that I will learn to use my time more efficiently by keeping a record of the way I spend my time. Thank you for your help.

   Sincerely,

4. At the end of the seven days, conduct a discussion with the students, the main focus should be types of entries, computation of the total amount of time they use for different activities. Have each student set a goal, "How to Sustain or Improve Use of Time."

   Write the following statements on the board and have students continue the discussion:
   - Successful students manage their time well.
   - It's all right to waste time today because there's always tomorrow.
   - Healthy bodies make healthy minds.

5. Conclude the discussion by asking the class to list the qualities of successful students, for example: desire to learn study habits, play, nutrition, relaxation, sleep, responsibilities.

6. Give students the opportunity to identify and share one way they can become more successful in school and set a goal for success.

Reinforce the students' learning by encouraging them to use a time log at different times during the school year to evaluate growth.

Materials needed:

Time Log

Evaluation method:

Students will be able to identify how they use their time and identify the need to change for school success.

Name _____

TIME LOG

DAYS	ACTIVITY	STARTING DATE	ENDING DATE

HEADINGS

_____ Studying

_____ Playing

_____ Eating

_____ Listening in School

_____ Homework

_____ Other

NOTE: Please select a color for each heading of activities
Use the appropriate color on the time log.

MY TIME LOG

*Student*_____ *Week of* _____

Under each activity heading, enter the number of minutes that you spent on that activity by the day of the week									
Day	**Activities**								
	Studying	**Eating**	**Playing**	**Homework**	**Helping out at Home**	**TV**	**Computer**	**Sleeping**	**Other**
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
Saturday									
Sunday									
Total Minutes									

List activities that fell under the other column:

_____ _____ _____

_____ _____ _____

_____ _____ _____

BEST COPY AVAILABLE

Grade Level: 5
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 8: Goal Setting and Attainment Skills
TIME ALLOTMENT: 30 minutes
TITLE: What's My Line

Student Competencies Addressed:

The student will:
P/S8.5.25 – determine that decision making is required to meet personal goals.

Lesson plans/activities:

1. Introduce "What's My Line" career guessing game.
2. Review each career listed, emphasizing educational requirements and duties.
3. A student is selected to pretend to be a worker in one of the 24 career areas.
4. Students ask questions then guess, based on answers, which career is represented.
5. Students will list three careers of interest and skills and education needed for each.

Materials needed:

- A copy of "What's My Line" handout for each student
- Pencils
- 24 "What's My Line" sheets filled out for each career listed
- Clip board

Evaluation method:

- A written outline of steps to reach a career goal
- Each student will take one career interest and discuss what is required to reach that goal.

Adapted from:
Seymour Public Schools

What's My Line?

Choose from the following list of careers:

1. architect
2. attorney
3. beautician
4. cook
5. electrician
6. guard
7. dentist
8. plumber
9. dental hygienist
10. librarian
11. musician
12. registered nurse
13. elementary school teacher
14. recreation worker
15. nurses aide
16. roofer
17. cashier
18. computer programmer
19. secretary
20. police officer
21. telephone operator
22. travel agent
23. real estate agent
24. x-ray technician

Questions:

_____1. Do you work inside?
_____2. Do you work outside?
_____3. Is it noisy where you work?
_____4. Is it quiet where you work?
_____5. Do you produce a product?
_____6. Do you work with things more than people?
_____7. Is there a lot of repetition in your job?
_____8. Do you sometimes lift heavy weight?
_____9. Do you need a college education?
_____10. Do you need some special training to do this job?
_____11. Do you do your work as directed by someone else?
_____12. Are many people who do this job self-employed?
_____13. Is there a great deal of stress to meet deadlines?
_____14. Do you need to like people in order to do this job?
_____15. Is your job dangerous?
_____16. Do you often get dirty doing your job?
_____17. Do you need a professional license to do this job?
_____18. Do you routinely use tools?
_____19. Do you frequently use a pencil or a pen?
_____20. Do you stand a great deal of time doing this job?

Grade Level: 6
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 8: Goal Setting and Attainment Skills
TIME ALLOTMENT: One Period
TITLE: Importance of Goal Setting

Student Competencies Addressed:

The student will:
P/S8.6.41 – recognize the importance of goal setting.
P/S8.6.42 – set short- and long-term goals

Lesson plans/activities:

1. Introduce the topics of goals and goal setting within the context of academic, career and personal/social development and discuss the purpose and importance of goals.
2. Ask each student to give an example of a goal he/she has achieved in one of the three areas of development and indicate the steps taken to achieve that goal.
3. Brainstorm techniques for goal development in each area of development and provide examples.
4. Have students write three short- and three long-term goals in each area of development. Copies of goals are retained by the counselor for use in grade seven.

Materials needed:

Goal forms

Evaluation method:

Copies of short- and long-term goals

Adapted from:
Seymour Public Schools

SHORT- AND LONG-TERM GOALS

GRADE 6

Name_____ Date _____

MY SHORT-TERM GOALS IN THE FOLLOWING AREAS:

ACADEMIC	CAREER	PERSONAL/SOCIAL
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

MY LONG-TERM GOALS IN THE FOLLOWING AREAS:

ACADEMIC	CAREER	PERSONAL/SOCIAL
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Grade Level: 7
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 8: Goal Setting and Attainment Skills
TIME ALLOTMENT: 1 Period
TITLE: Goal Review

Student Competencies Addressed:

The student will:
P/S8.7.32 – analyze the effectiveness of decisions he/she has made.

Lesson plans/activities:

1. Review with students goals they set for themselves in grade six in the academic, career and personal/social areas.
2. Have student volunteers share one goal that they have reached that they had set for themselves at the beginning of the year.
3. Have students write answers to the following incomplete statements to assess their progress at various points of the year.
   - at the beginning of the year
   - in the middle of the year
   - for next year
4. Divide class into groups of four or five.
   - Have students in each group select a chairperson.
   - Assign each group one of above topics, describing goals and feelings at each point of the year. Present results to group.
   - Have groups as a whole form a mini-panel. Evaluate year in grade seven and decide what advice they would give to future seventh grade students.

Materials needed:

None

Evaluation method:

Class discussions

Grade Level: 8
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 8: Goal Setting and Attainment Skills
TIME ALLOTMENT: 1 Period
TITLE: Goal Setting for Your Future

Student Competencies Addressed:

The student will:
P/S.8.34 – understand the importance of goal setting and attainment.

Lesson plans/activities:

1. Briefly describe the goals of the session.

2. Ask students to image that their family is going on a trip to France for summer vacation. Discuss some of the decisions or steps that would be involved before the family could get to France.
   - How would they travel (train, plane, or car)?
   - What route should they take?
   - What factors should they consider in deciding when to go?
   - What should they take into account in deciding how much money to bring?
   - What kind of clothes would be the best?

3. Point out that getting to France is the *goal*, and the decisions the family must make to reach this goal are the *plan*. Explain that in order to be a better student, you also need a plan, or you might never reach your goals. Your plan is your "map" for reaching your goals.

4. Discuss the following questions:
   - What is a goal?
   - What do you think having goals would do for you?
   - Would you rather have goals or not have them?
   - What types of goals do you think there are?

5. Elicit that goals can be thought of in terms of the time it takes to reach them. In other words, they are *long-term* (accomplished in years), *middle-term* (accomplished in weeks or months), or *short-term* (accomplished in weeks, days or hours). Generate examples of each type. For example:

   Long-term goals
   - To go to college or get into the military
   - To become an astronaut
   - To graduate from high school
   - To get a good score on the SAT

Middle-term goals

- To pass algebra
- To take driver's education
- To pass band class then get into the marching band
- To finish a science project on time

Short-term goals

- To come to group and not be too scared
- To ask the gym teacher to let us play volleyball today
- To pass a social studies test this afternoon
- To make it through math without getting kicked out.

Closing time

6. Divide students into small groups. Invite students to think of one long, middle, and short-term goal that would help them become better students.
7. Discuss the following questions:
   - What did you learn in your group today?
   - How could this help you be more successful?
   - Are you willing to work on developing your goals?
   - After you have your goals outlined, what do you think it will take to get you started? What is keeping you from getting started?
   - What will it take for you to be successful in reaching goals?
   - What do you need to reach your goals that you don't have now?
   - Why is it important to set short-term goals?

Materials needed:

Goal Setting Worksheet

Evaluation method:

Group participation and discussion

Adapted from:
Morganette (1990)

Name _____ Date _____

GOAL SETTING WORKSHEET

Instructions: Write down one long-term goal, one middle-term goal, and one short-term goal. Then write down the steps you think you will need to take to reach these goals.

Long-term Goal _____

_____

Steps

1. _____
2. _____
3. _____
4. _____
5. _____

Middle-term Goal _____

_____

Steps

1. _____
2. _____
3. _____
4. _____
5. _____

Short-term Goal(s) _____

_____

1. _____
2. _____
3. _____
4. _____
5. _____

Grade Level: 9
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 8: Goal Setting and Attainment Skills
TIME ALLOTMENT: 2 Periods (Two Sessions)
TITLE: Planning Your Life

Student Competencies Addressed:

The student will:
P/S8.9.39 – demonstrate knowledge of life stages.

Lesson plans/activities:

Session I:

1. Discuss that frequently both men and women assume what their lives will be without seriously considering their alternatives in terms of education, career, marriage, and family. Many people do not plan ahead and just accept whatever comes along.
2. Give each student copy of the "Life Plan Chart" and a copy of the interview questions. Point out that the chart shows the average age of some critical points in one's life.
3. Have students interview one individual to obtain the answers to the questions for the "Life Span Plan Chart".

Session II:

1. Conduct a group discussion on the results of the interviews.
2. Give students a copy of the "Life Span Plan Chart" and ask them to fill in the ages and responses to the questions for the "Life Span Plan Chart" for themselves in terms of predicting a life span.
3. Conduct a group discussion with students on their "Life Span Plan Chart" to aid them in clarifying the reality of their responses and to aid them in formulating a realistic plan for themselves.

Materials needed:

Interview Questions for Life Span Chart: and "Life Span Plan Chart" - activity sheets.

Evaluation method:

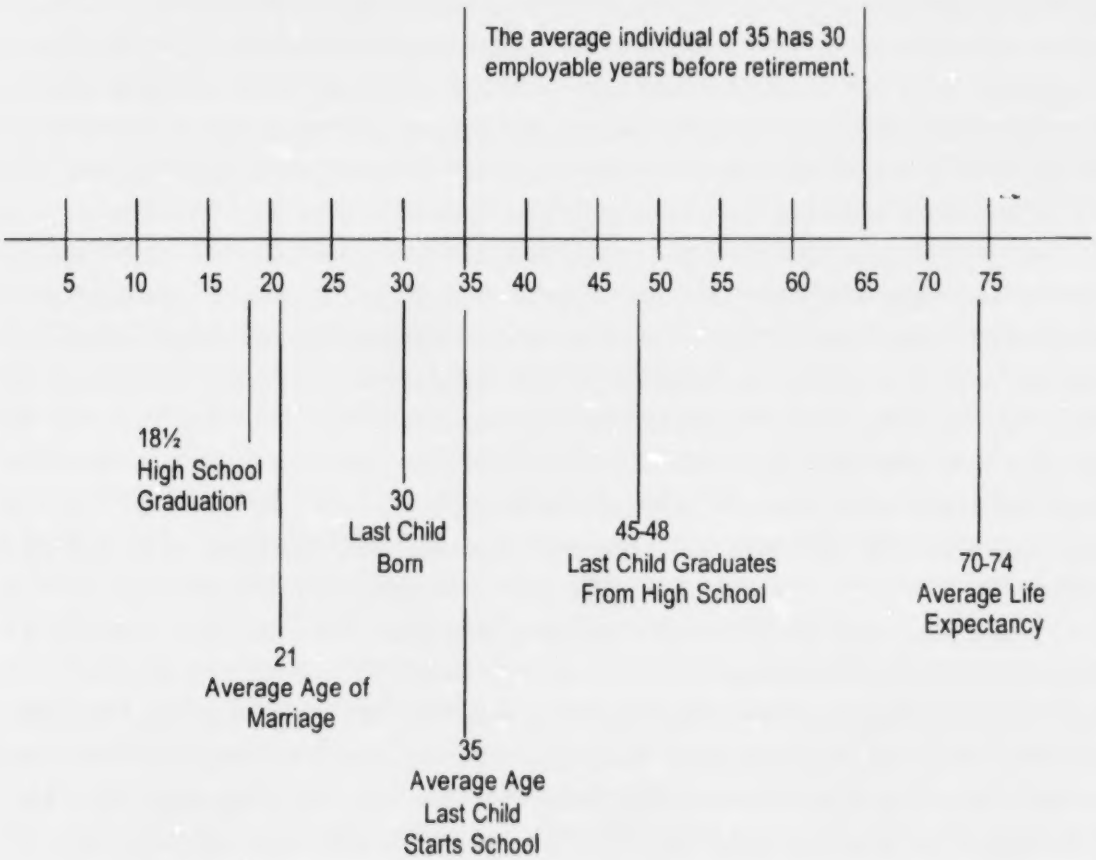
Students will have discovered reasons for planning their career goals now.

Adapted from:
Arizona Department of Education

INTERVIEW QUESTIONS FOR LIFE SPAN PLAN CHART

1. At what age were you married?
2. How old were you when your first child was born?
3. How old were you when your last child was born?
4. What was your age when your last child was in school full-time?
5. What was your age when your last child completed high school?
6. What was your age when you began your present career?
7. What is your present career?
8. What type of training was necessary for this career (e.g., college, vocational school, apprenticeship, etc.)?
9. What was your age when you began to consider going into your present career?
10. If you have had previous occupations, what were they and what was your age when you began training for them?
11. What type of training was necessary for these previous occupations?
12. If you have had previous occupations, what was your age when you began to consider going into that career?
13. At what age did you retire from the world of work?
14. Females only: What was or is your career plan prior to marriage, after marriage, after children arrive?

LIFE SPAN PLAN CHART



1. Present Career _____
2. Type of Training Required _____
3. Previous Career _____
4. Type of Training Required _____

Grade Level: 10
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 8: Goal Setting and Attainment Skills
TIME ALLOTMENT: 1 Period
TITLE: 20th High School Reunion

Student Competencies Addressed:

The student will:
P/S8.10.42 – demonstrate an understanding of achieving personal, social, education and career goals.
P/S8.10.43 – describe how personal, social, education and career goals are interrelated.

Lesson plans/activities:

1. Tell students you are going to do an imagination exercise. "Imagine yourself in the year 20- - and you have just picked up your mail. One of the letters is a notice about their 20th High School Reunion. Where are you? Whom will you tell about the reunion? What is your life like? Think about the day you are having. What have you been doing? What else will you do today? "In the quiet of this time, think of your life, your work, your family." Give them time to imagine what their life would be like.

2. Next have the students record information about their life the way you would like it to be on the "What Have You Been Doing for the Past 20 Years?" activity sheet.

3. When students have completed their activity sheets discuss the following as a total group:

   - What types of careers do you see yourself pursuing after high school?
   - Do you see yourself settling into one job or moving through several jobs? Why?
   - What type of family structure do you foresee for yourself? If the choice to live alone a possibility?
   - What special interests do you expect to begin or continue in your life after high school?
   - Do you feel that further education is a priority for your future? Explain. Why? Why not?

   Optional
   - If time is limited or students are reluctant to share, discussion questions can be rephrased to get a simple show of hands.
   - How many students will seek further education?
   - How many students will have children someday?
   - How many students will have a series of jobs?
   - How many students will live in another part of the country?
   - How many students will work in the city? Country? Will commute a long distance to work?
   - How many students will work for a small company? Large corporation?

Materials needed:

"What Have You Been Doing for the Past 20 Years?" activity sheet

Evaluation method:

Student will complete activity sheet capturing information of how they would like their life to be 20 years from graduation.

It is possible to also use this material to evaluate student attitudes and choices of traditional/non-traditional careers and patterns in family and leisure activity.

WHAT HAVE YOU BEEN DOING FOR THE PAST 20 YEARS?

Please complete this form as fully as possible. Return it to your High School Reunion Committee by April 1st.

20 Years Ago

1. Name _____

2. Two of your closest friends in high school?

   _____ _____

3. What is your happiest memory of (fill in name of your school) High School?

   _____

   _____

4. Who was your favorite teacher? _____
   What was your favorite subject? _____

TODAY

1. Name _____

2. Education (after high school). Check all that apply.

   Name of School or Training Program

   Trade School _____
   Apprenticeship _____
   2-year college _____
   4-year college _____
   Master's _____
   Ph.D. _____
   Other _____

3. Work: List all the jobs you have had since high school, ending with the job you have now.

_____

_____

_____

4. Family: Single Married Divorced

Spouse's occupation _____

If you have children, list names and ages.

Name	Age

5. List community involvement or activities since high school.

_____

_____

_____

6. Personal Experiences:

Hobbies: _____

Special awards or honors: _____

_____

Places you have lived or traveled since high school: _____

_____

List the happiest days or events in your life since high school:

_____

Most exciting thing you've done since leaving high school:

_____

_____

Grade Level: 11
Content Area: Career

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 6: Relationship Between School and Work
TIME ALLOTMENT: 1 Period
TITLE: Career Fair

Student Competencies Addressed:

The student will:
C6.11.25 – investigate educational and vocational alternatives in relationship to interests, abilities and future goals.

Lesson plans/activities:

1. Counselor explains the purpose of a Career Fair and distributes the list of participants in the upcoming fair.
2. Counselor reviews the organization and time frame of the fair and the types of colleges, vocational and military programs represented (2/4 year colleges, majors/specialized courses, technical, private, public, state, in-state, out-of-state, competitive, noncompetitive, etc.).
3. Counselor discusses factors to consider in investigating post-secondary programs and gives examples of representatives to contact whose institutions have specific majors, specialties, and special programs.
4. Inform students to:
   - bring pen/pencil and a notebook.
   - develop a list of questions to ask about entrance requirements, grades, high school preparation, test scores, GPA, class rank, majors, special programs, sports, etc.
   - find out about the nature of student population (competitive, percent reside on campus, etc.)
   - ask about financial aid
   - develop a mini-resume of background to date: interest, future goals, courses, grades, GPA, activities, sports, special talents.
5. Respond to student questions.

Materials needed:

List of participants in the Career Fair

Evaluation method:

Counselor observation/individual conferences
Feedback from representatives

Grade Level: 12
Content Area: Personal/Social

Connecticut Comprehensive School Counseling Program Curriculum Lesson

GOAL 8: Goal Setting and Attainment
TIME ALLOTMENT: 1 Period
TITLE: Goal Setting and Accessing Resources

Student Competencies Addressed:

The student will:
P/S8.12.36– identify a personal goal in each of the three content areas and create a process for goal attainment.
P/S8.12.37 – identify *key* resources to assist in goal attainment.
P/S8.12.38 – develop a plan to access *three* identified resources.

Lesson plans/activities:

1. Assign students to small groups (6 to 8). Have groups designate a recorder.
2. Have groups write a definition of "goal". Process each group's final product by having recorders read definition to the large group. Condense all into an agreed upon *class* definition.
3. In groups have each member complete "This Semester" worksheet (elicit examples). Ask volunteers to share their responses.
4. In small groups, have members brainstorm *all* possible resources to use in attempting to reach a goal. Have each group recorder identify their list to the large group. Eliminate doubles.
5. Have individual members indicate on their worksheet *three* resources.
6. Be prepared to discuss results at next meeting.

Materials needed:

- "This Semester" worksheet (see attached)
- Pencils or pens
- Chalkboard, chalk (or flip chart and markers)

Evaluation method:

- Completion of "This Semester" worksheet
- Discussion of results at next meeting (with counselor or in group)

Adapted from:
Lessons for the New Millennium
Dr. Nancy DePalma

Name: _____ **Date:** _____

"This Semester"

Directions: Complete each sentence by filling in the blanks. In the space provided, detail the steps you will take to achieve the goal. Be detailed and specific.

I. An academic goal I hope to achieve this semester is_____

_____

Steps 1.
2.
3.
4.
5.

II. A personal goal I hope to achieve this semester is _____

_____

Steps 1.
2.
3.
4.
5.

III. A career goal I hope to achieve this semester is _____

_____

Steps 1.
2.
3.
4.
5.

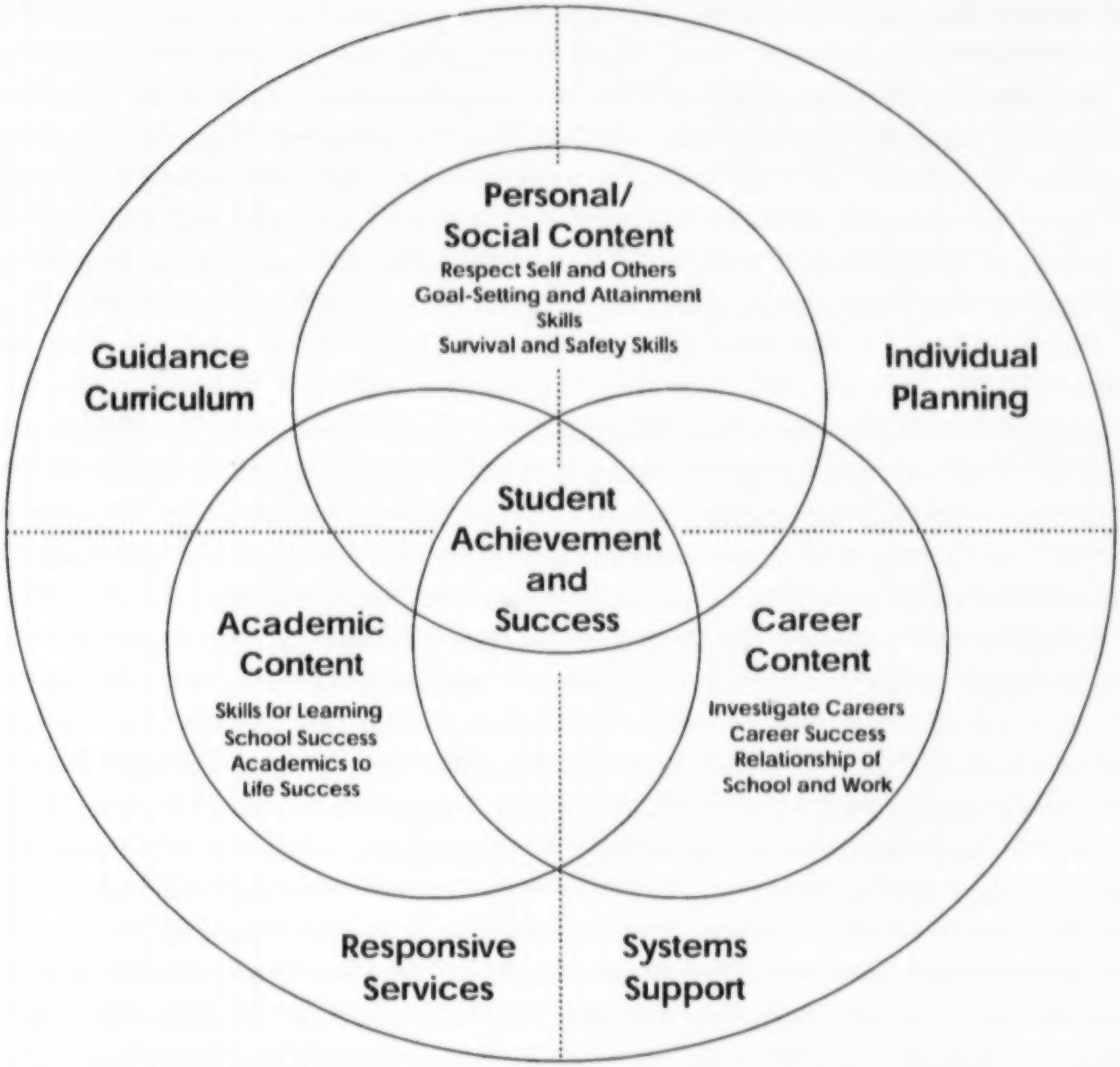
IV. Three (3) resources I will use this week to help me reach my goals are:

1.
2.
3.

Appendices

- Conceptual Framework of a Comprehensive School Counseling Program 3
- Benefits of the Comprehensive School Counseling Program 4
- American School Counselor Association: A New Perspective 5
- Connecticut School-To-Career Initiative/Background Information 7
- Scope and Sequence 11
- Time and Task Analysis Log 15
- Needs Assessment Instrument 17
- Historical Guide to School Counseling Programs in Connecticut 19
- References 21
- Web References 23

Conceptual Framework of a Comprehensive School Counseling Program



Appendix 3

Benefits of the Comprehensive School Counseling Program

Benefits for Students

1. Promotes knowledge and assistance in career exploration and development.
2. Develops decision-making skills.
3. Increases knowledge of self and others.
4. Broadens knowledge of our changing world.
5. Increases opportunities for counselor-student interaction.

Benefits for Parents

1. Provides support for parents regarding their child's educational development.
2. Develops a system for a child's long-range planning.
3. Increases opportunities for parent/counselor interaction.
4. Enables parents to obtain resources when needed.

Benefits for Teachers

1. Encourages positive, supportive working relationships.
2. Provides a team effort to address "Key Skills and Core Learning Competencies."
3. Enhances the role of the counselor as a resource person.

Benefits for Business, Industry and Labor

1. Provides increased opportunity for collaboration among counselors and business, industry, and labor communities.
2. Enhances the role of the counselor as a resource person.
3. Increases opportunities for business, industry and labor to participate actively in the total school program.
4. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.

Benefits for Boards of Education

1. Provides rationale for including a comprehensive school counseling program in the school system.
2. Provides program information to district patrons.
3. Provides ongoing information about student competencies attained through program efforts.
4. Provides a basis for allocating funds for guidance programs.

Benefits for Administrators

1. Provides program structure with specific content.
2. Provides a means of evaluating guidance program efforts (accountability).
3. Enhances the image of the guidance program in the community.

Benefits for School Counselors

1. Provides a clearly defined role and function.
2. Eliminates non-guidance functions.
3. Offers the opportunity reach a large majority of students.
4. Provides a framework for program management.
5. Outlines clearly defined responsibilities for specific student competencies.

Benefits for Pupil Personnel

1. Provides school psychologists, social workers and other pupil personnel staff with a clearly defined role and function of the counselor.
2. Clarifies areas of overlapping responsibilities.
3. Encourages a positive team approach enhancing cooperative work relationships.

Note: "Benefits" adapted from The Missouri Comprehensive Guidance Program, Missouri State Department of Education, Jefferson City, MO

Appendix 4

American School Counselor Association
A New Perspective

The Connecticut School Counselor Association has endorsed the American School Counselor Association National Standards for School Counseling programs. The association views these standards as goals to promote and enhance the learning process. A national standards-based program enables all students to achieve success in school and to develop into contributing members of society. This programmatic approach helps school counselors to continuously assess their students' needs, identify the barriers/obstacles that may be hindering student success and advocate to eliminate these barriers.

The American School Counselor Association standards for school counseling recognize that success depends on the involvement and commitment of individual counselors throughout the state.

The ASCA National Standards define the vision and goals for 21st century school counseling programs. The nine standards shift the focus from the school counselor to the school counseling program.

The standards:

- create a framework for a national model for school counseling programs.
- establish school counseling as an integral component of the academic mission of schools.
- encourage equitable access to school counseling services for all students.
- identify the key components of a developmental school counseling program.
- identify the attitude, knowledge and skills that all students should acquire as a result of the K-12 school counseling program.
- ensure that school counseling programs are comprehensive in design and delivered in a systematic fashion for all students.

The National Standards for School Counseling Programs facilitate student development in three broad content areas:

1. Academic Development
2. Career Development
3. Personal/Social Development

A personal commitment from individual counselors is necessary both to refine the new approach and to mount a successful campaign for its adoption as a statewide model.

The change from a constellation of services and activities to a standards based program represents a significant shift in thinking about the way students are supported and in the anticipated outcomes of the program. School counselors will continue to work with students individually, in small groups, in classrooms and in large assemblies. They will continue to provide crisis intervention and group guidance curriculum activities. School counselors will continue to support students' academic success. Standards will help counselors to implement the academic, career, and personal/social components of a school counseling program to ensure that all students will benefit from the program.

The three standards for each content area provide guidance and direction for states, school systems, and individual schools to develop quality and effective school counseling programs. The emphasis is on success for all students. A school counseling program based on ASCA National Standards enables all students to achieve success in school and to develop into contributing members of our society.

Each of the nine standards is associated with a specific list of student competencies that define the specific attitudes, knowledge, and skills that students should obtain or demonstrate as a result of their participation in a school counseling program. These list are not meant to be all inclusive, nor is any individual program expected to address all of the competencies in the school counseling program. The competencies form a foundation on which to construct measurable indicators of student performance.

The **academic development** goals serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning.

Academic development includes strategies for students to:
- ✧ acquire skills, attitudes, and knowledge to learn effectively.
- ✧ employ strategies to achieve success in school.
- ✧ understand the relationship of academics to the world of work and to life at home and in the community.

The **career development** goals serve as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work.

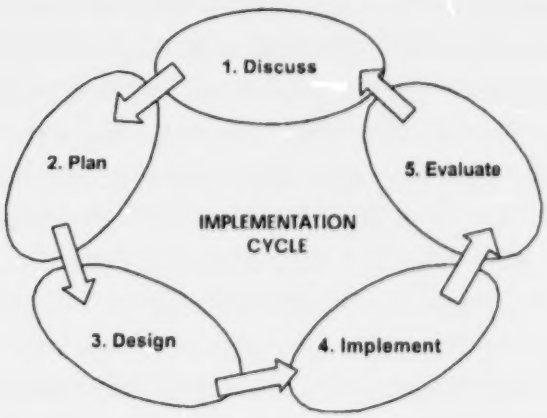
Career development includes strategies for students to:
- ✧ achieve future career success and job satisfaction.
- ✧ understand the relationship between personal qualities, education and training and the world of work.
- ✧ develop career goals as a result of career awareness and experiential activities.

The program goals for **personal/social development** serve as a guide for the school counseling program to provide the foundation for personal and social growth that contributes to academic and career success.

Personal/social development includes strategies for students to:
- ✧ acquire attitudes, skills, and knowledge that helps them understand and respect self and others.
- ✧ use effective interpersonal skills.
- ✧ employ safety and survival skills.
- ✧ understand the obligation to become a contributing member of society.
- ✧ negotiate successfully and safely in the increasingly complex and diverse world of the 21st century.

The educational changes taking place in Connecticut and in local school systems throughout the state are in varying stages of development and implementation. The shift to a standards-based school counseling program should mirror and complement what is underway or soon to be underway in your school system. Think of change as an ongoing process, not as an event.

How do you begin to undertake this shift in thinking and in doing? Implementation does not happen just because you have adopted a model program. You need to engage in a continuous conversation about the progress from "what is" and "what is to be." The implementation is cyclical and circular.



Appendix 6

Connecticut School-To-Career Initiative
Background Information

School Counselors have a high stake in the School-To-Career (STC) initiative. The following information was gleaned from the School-To-Career tool kits published by the Connecticut State Department of Education and provides school counselors with information about the content of the initiative and the key role they play in its implementation.

To implement the development of School-To-Career (STC) systems for all students in Connecticut, kindergarten through college, a state STC Design Team, comprised of the state departments of Education (SDE), Higher Education (DHE), Labor (DOL), Economic Development (DED), the Community College System (CC) as well as business (led by CBIA) and organized labor, designed a STC regional partnership structure to serve all communities. The Connecticut Learns Unit (CT Learns) of the SDE was created within the Bureau of Career and Adult Education to develop and provide oversight of STC in Connecticut.

Connecticut was then divided into eight (8) STC Regions, A through F. In each region, three lead organizations were identified and invited to convene and facilitate regional partnership meetings and to provide ongoing leadership, technical assistance and professional development to the local districts and other STC partners. These three regional lead organizations, referred to as "tri-conveners," include each region's respective Regional Education Service Center (RESC), Regional Workforce Development Board (RWDB,) and regional Community College or colleges (CC). These STC regional partnerships were built, generally, upon the existing structure of current labor markets and workforce development areas. A complete listing of the eight STC tri-convening organizations and STC staff, as well as other lead state STC partners, may be found on the SDE web site, under the Connecticut Learns section of the Bureau of Career and Adult Education.

Additional partners were encouraged to participate in the building of the STC system, including: four-year colleges and universities, tech prep programs, adult education centers, agriculture centers, alternative schools, community organizations, One-stop centers, economic development councils, local and regional employers, Chambers of Commerce and other employer organizations. This configuration of partners would form the foundation of Connecticut's school-to-career system.

It is important to note that under the heading of Criteria for the Connecticut School-To-Career System, numerous recommendations were made.

The following recommendation is very important to school counselors:

> "Be part of a comprehensive career guidance system that begins in the elementary grades and continues by connecting secondary school students to careers and higher education. It is recommended that schools use the developmental guidance curriculum and adapt it to include the career cluster concept. It is also recommended that each student have a written career plan beginning in grade nine. Career development offices in postsecondary schools could help students continue the plan."

The Connecticut School-To-Career System is a partnership in which employers, education, students, parents, organized labor, state agencies and the community work together to effectively prepare students for the higher education and the global marketplace. It is designed for all students beginning in elementary school continuing through postsecondary education and training, and encourages lifelong learning.

STC systems include three core elements:

1. **School-Based Learning:** Classroom instruction based on high academic and occupational skill standards and individual guidance and developmental guidance.

2. **Work-based Learning:** Work experience, structured training and monitoring at job sites.

3. **Connecting Activities:** Activities that build and maintain connections between school and work, such as developing courses that integrate classroom and worksite instruction, matching students with participating employers, and training worksite mentors.

High school students successfully completing STC activities may attain the Connecticut Career Certificate if recommended by the school's STC coordinator and approved by the superintendent. These certificates are portable credentials that attest to the attainment of strong academic skills, measured by CAPT, CMT and STC (CASSES in adult education programs), knowledge of and exposure to Employability Skills as well as the Technical Skills associated with career areas that students have elected to explore.

The Connecticut Learns initiative has identified Connecticut's eight most prominent and growing career areas, referred to as Connecticut's Career Clusters. Each of the eight career clusters represents a range of occupations sharing a set of skills and knowledge.

1. Arts and Media
2. Business and Finance
3. Construction: Technologies and Design
4. Environmental, Natural Resources and Agriculture
5. Government, Education and Human Services
6. Health and Biosciences
7. Retail, Tourism, Recreation and Entrepreneurship
8. Technologies: Manufacturing, Communications and Repair

Information on these clusters and their respective required education level, entry-level skills, as well as types of careers available has been developed by the Connecticut Business and Industry Association.

Criteria:

State, regional and local School-To-Career systems should:

- ✧ Be organized around the state-developed career clusters;

- ✧ Prepare students to meet the employer-developed academic, employability and technical standards for each cluster;

- ✧ Be part of a comprehensive career guidance system that begins in the elementary grades, continues through middle school, and connects secondary school students to higher education, training and careers;

- ✧ Include work place experiences that connect with career clusters students have chosen to explore (job shadowing, internships, community service, etc);
- ✧ Connect the school's program to the employers in the area;
- ✧ Participate in state-offered professional development activities;
- ✧ Provide a link to post secondary education training that is appropriate for the chosen career clusters;
- ✧ Ensure that courses and activities in the school be connected to activities in the work place;
- ✧ Participate in assessment activities that would allow students to acquire a Connecticut Career Certificate for their chosen career cluster, if they elect this credential.

The Role of the Comprehensive Developmental School Counseling Program in the School-To-Career Initiative

Career exploration and awareness are key components of the School-To-Career System in Connecticut. Schools must commit to providing *all* students with an awareness of, and the skills to pursue, the variety of occupations available in the 21st century.

Catherine Chew (1993), in *Tech Prep and Counseling: A Resource Guide*, lists several ways that school counselors can enhance career awareness. They are as follows:

- ✧ Implement a developmental guidance model for grades K-12.
- ✧ Provide all students with interest and aptitude assessments. Provide schoolwide activities that promote the awareness of the full array of career opportunities.
- ✧ Provide students with information about community or technical colleges as well as 4-year colleges and universities.
- ✧ Give attention to women, minorities and students with special needs, and provide them with knowledge of opportunities.
- ✧ Have access to appropriate materials and resources that explain the options of tech prep and technical careers as well as other careers.
- ✧ Help students develop a portfolio that summarizes their educational and experiential credentials.
- ✧ Utilize career planners.

The comprehensive school counseling program supports school counselors in the implementation of all of the above strategies. As noted in the K-12 Developmental Guidance and Counseling publications developed by the Connecticut School Counselor Association (1988,1991,1996), a comprehensive school counseling program model typically includes four major components: the guidance curriculum, individual planning, responsive services and program management.

The program also addresses attributes and attitudes, skills and competencies and understandings and applications that are needed to help students in three broad domains of development:

- Personal/Social (Learning to Live)
- Educational and Vocational (Learning to Learn)
- Career Awareness and Exploration (Learning to Earn)

According to the December 1994 issue of Career and Human Development, "The school counseling curriculum is the instructional medium that will give *all* students the information that they need about themselves, the labor market, and educational and career paths. At some point, the curriculum must be combined, processed and applied to *all* students and individual basis through individual planning sessions (individual planning component). Of course, no road is completely smooth and personal counseling, consultation, and referrals are part of the responsive services component of a comprehensive developmental guidance program that are provided to meet the immediate needs of students. Finally, the school system must support a planned, sequential program with the resources needed to accomplish the tasks expected. For some schools this program will be a new paradigm for structuring guidance, but one that is absolutely necessary *if all* students are to be served proactively".

Scope and Sequence

The comprehensive school counseling program is fluid and circular by nature, teaching skills at many levels of complexity. Lessons are dependent on and specific to the cognitive, academic, and social level of the student (Sequence). Building on skills previously taught, learner goals are also cognizant of the proximity of future developmental tasks in the areas of academic, career and personal/social (Scope).

On the following pages, the progress of skills from elementary to middle school then high school is illustrated by the letters IDEAS.

I **Introduce** a skill or one aspect of a concept. The goal is to begin building an awareness in a larger area of knowledge. Methods – brief mention of a skill or concept or reintroduction by way of a new aspect of a skill or concept within a new context.

D **Develop** a deeper understanding of a skill or concept. The goal is to assist the student in seeing how the skill or concept relates to other areas personalizing it to a student's present situation. Methods - whole class teaching, role-playing, class discussion, teacher reinforcement, videos.

E **Evaluate** a larger area inclusive of concepts and skills previously learned. The goal is the integration of concepts and skills with one another. Methods – whole class discussion, cooperative group activities, problem-solving tasks, role playing, guest speakers, videos.

A **Analyze** the larger and smaller areas of a concept by breaking it down into parts and finding the relationship between one concept and another. The goal is to encourage the revision and integration of previously learned skills to the increasingly more complex needs of the older student. Methods – cooperative groups, role playing, hands-on career activities, planning for real life situations, individual and group feedback between student and counselor.

S **Synthesize** and integrate many aspects of a student's knowledge and life experiences. The goal is to help the student move constructively towards educational and career goals and citizen responsibilities beyond the high school experience. Methods – group activities which assist in educational and career planning, class lessons, cooperative group experiences, career experiences within the community, college fairs, research and speakers.

(Adopted from Seymour Public Schools)

In a fully implemented, comprehensive school counseling program, activities would be written to address *every* competency within each content area.

	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Skills for Effective Learning													
➢ knowledge of school environment	I	I		D		D	E	E	E	A		S	
➢ listening skills	I	I	D				E	E		A	A		S
➢ importance of learning		I	D		E		A		A		A	S	S
➢ strategies for learning			I	D	E	E	E	AA		S	S	S	S
➢ decision-making and self-control				I	DD		E	E	A			S	
➢ diversity in the learning environment			I	I	D			E	E		A	S	
➢ strengths and weaknesses in academics		I	I	D	DD		E	E	E	A	AA		S
➢ long-term educational and academic goals (planning)						I	D	E	A	A	S	S	S
2. School Success													
➢ knowledge about role of school counselor	I	DD		D	E	E	E	AA		A	S		S
➢ knowledge about school services and resources	I	I		D		E	E			A			S
➢ knowledge about school rules	I	I	D	D	D	E	E	E	A	A	S		S
➢ belonging to a school community	I	I	D	D	D	E	E		A	S			S
➢ decision making for school success		I	I	D			E	E	A		AA		S
➢ time management			I	I	I	I			D	E	A		S
➢ study skills		I	I	D	D	E		E	A	S			S
➢ appropriate and inappropriate actions as related to academics		I	I		D	E	E			A	AA		S
➢ awareness of graduation requirements									I	D	E	A	S
3. Correlate School/Work/Home/Community (Academics to Life Success)													
➢ belonging behaviors	I	I	D	E	E	E	E	A		S	S		
➢ mastering classroom learning environment	I	I	D		D			E		A	DA		S
➢ work ethic	I		D	D		D	E	AA				D	S
➢ responsibilities of a citizen		I		D	D		E	E	E	S	D		S
➢ setting academic goals								I	D		E	A	S
4. Students Will Investigate Careers													
➢ career awareness	I	I	D	D	D		D	D		D	DD		S
➢ identify career interests		I		D	D		E	E	A	A	A	S	S
➢ identify likes and dislikes	I	I	D	D			E	E	A	A	S	S	S
➢ career exploration				I	I	I	D	E	A	D	D	S	S
➢ career planning							I	D	E	D	E	A	S
➢ knowledge about career services and resources							I	D	E	D	S	S	S
➢ career clusters						I	D	D		E	D	S	
➢ utilizing career resources						I	D	E	E	A	S	S	S
5. Career Success													
➢ identify career choices	I	I	I		D	D	D	E	A	A	E	S	S
➢ student's role as a worker	I	I	I		I		D	D		E	E	A	S
➢ identify interests and abilities				I	I	D	D	D	E	E	A	S	S
➢ setting career goals			I			I	D	DD		D	E	A	S
➢ explore academic course and career opportunities								I	D		E	A	S
➢ standardized testing									I	D		E	A
➢ decision-making skills			I		I		D	D	E		E	A	S
6. Relationship Between School and Work													
➢ job opportunities within the community	I	I	I	D	D	E	E	E	A	A	A	S	S
➢ diversity in the workplace		I	I	D		E		AA			A		A
➢ learning and career success				I		D	E	E		A		A	S
➢ personal attributes and career choices		I	I	I	I	D	E	E	A		A		S
➢ postsecondary planning						I		DD		E	AA		S
➢ employment skills			I		I	D	D		E	A	AA		S

Appendix 13

BEST COPY AVAILABLE

7. Respect Self and Others													
➢ self-awareness and feelings	I	I	D	D	D	E	E	E		A	A	S	S
➢ relationship skills	I	I	I	D	DD		D	E	E	A	S	S	S
➢ responsibilities as a member of a group			I	I	D	D	E	AA		A		S	S
➢ diversity among people		I	I	D			D	DD		E	A	S	S
➢ self-respect	I	I	I	D			D	DD		E	A	S	S
➢ respect for others	I	I	D	D	D	D	D	D	E	E	A	S	S
➢ cooperation	I	I	D		D		D	E	E	E	AA		S
➢ conflict resolution		I			DD		D	E	E	A	A		S
➢ value positive interactions	I	I	I	D	D	D	D	E	E	A	AA		S
➢ peer pressure					I	I	D	D	E		A		
➢ effective communication skills		I	I	I	D	E	A	A		S		S	S
8. Goal Setting and Attainment Skills													
➢ choice and consequence	I	I	D	D	D		E	AA		A	S	S	S
➢ benefits of a healthy lifestyle			I			D	E	E	A	S	S	S	
➢ conflict resolution and negotiation skills	I	I	D	D	D	D	E	E	A	A	S	S	S
9. Safety and Survival Skills													
➢ self-awareness and feelings	I	I	I	I	D	D	D	E	E	A	A	S	
➢ identifying support systems	I	I	I	I		D	D	E	E	E	A	S	
➢ coping skills				I	I	D	D	E	E		AA		S
➢ anger management			I	I	D	D	E	E	A	A	A	S	S
➢ stress management		I	I	I	D	D	D	E	A		S	S	S
➢ appropriate and inappropriate behaviors	I	I	I	D	D	E	E	E	A	A	S		S
➢ respect for personal and social boundaries	I	I	I	D	D	D		E	E	A	S	S	S
➢ peer pressure				I	I	D	D	E	E	A	A		S
➢ transition skills	I					D	D		E	E	AA		S
➢ self-referral skills	I	I	I	D	D	E	E	AA		A	AA		S

Time-Task Analysis

Counselor _____ **Week of** _____

ACTIVITIES	MON	TUES	WED	THURS	FRI	TOTAL TIME
Curriculum Component						
Classroom Lessons						
Small Groups						
Group Guidance						
Other						
Individual Planning Component						
Individual Advisement						
Individual Assessment						
Educational Planning						
Career/Vocational Planning						
Placement						
Academic Progress						
Employment Planning						
Career Plan/Portfolio						
Other						
Responsive Services Component						
Individual Counseling						
Group Counseling						
Consultations/Staff						
Consultations/Parents						
Referrals						
Crisis Intervention						
Pre-Referral/Team Meetings						
Classroom Observations						
Information Dissemination						
Letters of Recommendation						
Completion of Forms, etc.						
Peer Mediation						
Other						
System Support Component						
Program Development						
Materials Development						
Staff Development						
Meetings/guid./staff/team/SAT						
Parent Programs						
PPT Meetings						
Public Relations						

Activities	MON	TUES	WED	THURS	FRI	TOTAL TIME
System Support						
Curriculum Planning						
Research						
New Registrations						
Community Outreach						
Career/College Fairs						
Program Assessment/Evaluation						
Coordinator Tutors/Homebound						
Record Review						
Reports						
Advisor/Advisee Program						
Follow-up Studies						
Schedule Adjustments						
Record Keeping						
Other						
Other/Non-Guidance						
Bus Duty						
Lunch Duty						
Detention Duty						
Completing ISSIS						
Homework Requests						
Student Grouping for Teams						
Developing the Master Schedule						
Figuring Class Rank						
Awards Program						
Attendance/Tardies						
Tracking Eligibility						
Other						

The Time-Task Analysis is completed by calculating the number of minutes devoted to an activity on a daily basis.

The total time in the right column for each activity should be reported in total minutes and not by hours or a combination of hours and minutes.

Model Needs Assessment

Help us plan for the future of counseling and guidance services in (town). A task force will use the results of this assessment to develop priorities for all students. This survey is being distributed to students at all grade levels, so it is important that you answer every question.

1. I am a
   a. teacher b. parent/guardian c. student d. administrator
2. I am
   a. male b. female
3. I am
   a. age 12-16 b. age 16-18 c. age 18-45 d. age 45+
4. School level
   a. K-3 b. 4-6 c. 7-8 d. 9-12

(Note: above categories should match those of your program in scope.)

Now it's your opinion!

Please respond using the following scale to rate importance or priority:

A – Highest Priority
B – Very Important
C – Necessary
D – Optional
E – Not Needed

A. ACADEMIC

Students should:	Priority
1. become more aware of educational alternatives after graduation.	A B C D E
2. learn to make good use of free time.	A B C D E
3. learn more about high school.	A B C D E
4. receive help in selecting courses for high school.	A B C D E
5. learn about financial aids for college and job training.	A B C D E
6. understand standardized test scores.	A B C D E
7. be aware of services available in the school and community.	A B C D E
8. know how much education/training will be needed for the occupations of interest.	A B C D E
9. take responsibility for developing plans to reach educational/occupational goals.	A B C D E
10. know where to go for help at school.	A B C D E
11. know how to study better.	A B C D E
12. understand what they can realistically achieve.	A B C D E
13. find courses which are appropriate to their educational needs.	A B C D E
14. know how to assess and evaluate their goals.	A B C D E

A – Highest Priority
B – Very Important
C – Necessary
D – Optional
E – Not Needed

Career/Vocational

Students should:

1. learn what career training is available while in high school. A B C D E
2. find out what they are good at doing. A B C D E
3. have their parents involved in their career plans. A B C D E
4. talk to a counselor about career plans. A B C D E
5. understand employment outlook in their interest area A B C D E
6. obtain some on-the-job experience in their interest area A B C D E
7. know how to find out which occupations match their interests, values and abilities. A B C D E
8. know what kind of work dropouts get. A B C D E
9. develop career plans and goals. A B C D E
10. be able to apply for a job both in writing and in person. A B C D E
11. know what habits and aptitudes employers desire. A B C D E

Personal/Social

Students should:

1. be able to solve conflicts between their parents' desires and their friends' desires. A B C D E
2. understand their values and the use/abuse of drugs including alcohol. A B C D E
3. have good relationships with teachers. A B C D E
4. talk about personal concerns with a counselor. A B C D E
5. exercise self-discipline and behave appropriately. A B C D E
6. be able to talk with their family more easily. A B C D E
7. be themselves rather than try to be what someone else wants them to be. A B C D E
8. be a better listener and respond better to others. A B C D E
9. know their teachers care about them. A B C D E
10. become more tolerant of persons whose views differ from theirs. A B C D E
11. better understand people older than themselves. A B C D E
12. take action toward solving their own problems. A B C D E
13. know how to make decisions about school problems. A B C D E
14. learn how to express their feelings instead of keeping them to themselves. A B C D E
15. get along with peers better. A B C D E
16. know how their values affect their life. A B C D E
17. be needed – to have friends who need their help. A B C D E
18. accept criticism better. A B C D E
19. develop life-long recreational interests that will make their leisure time enjoyable. A B C D E
20. feel good about themselves. A B C D E

Note: Items should be designed by local districts to reflect their program, grade level(s) and community.

Please comment or make suggestions concerning long-range goals for guidance and counseling services.

Adapted from: Millard Sr. High School, Pupil Personnel Services, Milliard Public Schools, 133741 F Street, Omaha, NE 68137

Appendix 18

Historical Guide to School Counseling Program Development in Connecticut

1988 The Connecticut School Counselor Association (CSCA) and the Connecticut Association sponsored development of the K-12 Developmental Guidance and Counseling Program for Counseling and Development (CACD).

1989 CSCA/CACD and the Connecticut Association of Counselor Educators and Supervisors (CACES) produced a booklet entitled *Implementation Plan for K-12 Developmental Guidance and Counseling in Connecticut.* The Connecticut State Department of Education (CSDE) aided in its printing and distribution.

1990 *Validated Indicators for the Evaluation of School Counselor Personnel* was developed by CSCA, CACES, and the CSDE.

1991 Connecticut SDE Commissioner Gerald Tirozzi appointed a committee to examine the status of guidance and counseling in Connecticut Public schools. This took place between 1989 and 1991.

The final report entitled, *Report of the State Task Force for Guidance and Counseling in Connecticut Public Schools* listed seven factors that needed attention.

1991 The *K-12 Developmental Guidance and Counseling Curriculum* was revised and addressed objectives of the National Occupational Information Coordinating Committee (NOICC) by members of CSCA and supported by the CSDE. The work was partly underwritten by the American School Counselor Association and the State Department of Education.

1992 Revision of *Program Standards for School Guidance and Counseling.*

1993 *Evaluation of School Guidance and Counseling Programs – A Self-Assessment Instrument* was published.

1994 *School Counselor Consultant Project* was developed to aid schools in implementing comprehensive guidance and counseling programs and/or assessing the focus of existing programs. It provided an opportunity for school districts to request technical assistance.

1996 *Components of a Comprehensive Developmental Guidance and Counseling Program* were published, which included three remaining components of a developmental program, to compliment the K-12 curriculum document previously published.

1999 Initiation of a committee to review the ASCA National Standards for student competencies in a developmental guidance and counseling program and use them as a basis for revising the 1991 K-12 Curriculum Guide.

2000 Revision of *Program Standards for School Guidance and Counseling.*

2000 Development of the *Comprehensive School Counseling Program Guide* by the Connecticut School Counselor Association (CSCA) in collaboration with the Connecticut Association of Counselor Educators and Supervisors (CACES) and the Connecticut State Department of Education (CSDE).

References

About Making Decisions. (1990). South Deerfield, MA: Channing Bete Co.

Arizona Department of Education. *Arizona Comprehensive Competency–Based Guidance.* (1997).

Bowman, Robert and Bowman, Susan. (1998), *Individual Counseling Activities for Children (Grades K-6).* Chapin, SC: Youthlight, Inc.

Campbell, Chari A., and Dahir, Carol A., (1997) *The National Standards for School Counseling.* Alexandria, VA: The American School Counselor Association.

Career Game Explorer. (1994). New Hope, PA: Rick Trow Productions, Inc.

Chapman, Helen and Noel, Elizabeth. (1987). *Toward Developmental Guidance and Counseling in Connecticut: Counselors Taking Charge of Change.* Dialog No. 14, Fall/Winter, Pp. 3-9.

Connecticut Vocational-Technical School System. (1997) *Developmental Guidance Lessons.* Connecticut State Department of Education.

Connecticut School-To-Career Manual, (1994) Connecticut State Department of Education.

Connecticut School Counseling Association (CSCA) (1991) *K-12 Developmental Guidance Curriculum.*

Dahir, Carol, Sheldon, Carolyn and Valiga, Michael. (1998). *Implementing the National Standards for School Counseling Programs.* American School Counselor Association, Alexandria, VA.

DePalma, Nancy. *Gr. 12 Guidance Lessons.* (1999). West Hartford, CT: West Hartford Public Schools.

On Target Public School Comprehensive Guidance and Counseling Program. (1997). Unpublished Central Connecticut State University Graduate Student Project.

Developmental Guidance Classroom Activities for use with the National Career Development Guidelines (1992). Madison, Wisconsin: Center on Education and Work.

Farmington Public Schools. (1998) *Developmental Guidance Program.* Farmington, CT.

Feyereisen, Kathryn, et al. *Supervision and Curriculum Renewal: A Systems Approach.* Englewood Cliffs, N.J., 1970.

Fullan, Michael. (1985). "Change Processes and Strategies at the Local Level." *Elementary School Journal,* 85:3. Pp. 391-421.

Garriety, James, Parkman, Gary and Sierkowski, Donald. (1989). *Needs Assessment,* Dialog No. 15, April, Pp. 16-23.

Gerler, Edwin R., Kinney, Judith, and Anderson, Ronald F. "The Effects of Counseling on Classroom Performance." *Humanistic Education and Development* (June 1985).

Get Real about Violence, Grades 6-8. (1994). Seattle, WA: Grades 6-8. Comprehensive Health Education Foundation.

EUROPA. (1992). Unpublished Central Connecticut State University Graduate Student Project. New Britain, CT.

Gysbers, Norman and Henderson, Patricia. (1994). *Developing and Managing Your School Guidance Program.* Alexandria, VA: American Counseling Association.

Hartford Public Schools. (1994). *Hartford Developmental Guidance Program,* Middle School Level. Hartford, CT.

Hunerman, Michael. (1983). *School Improvement Strategies That Work.* Educational Leadership. 41:3. November, Pp. 14-22.

Jobs and Skills Requirements for Entry Level Workers, CBIA, 1995.

Landers, P., and Leonard, S. (1996). *Individual Planning Component, CSCA Developmental Guidance and Counseling Program Components,* Pp. 10-14.

Lapan, Richard T., Gysbers, Norman C., and Sun, Yongmin "The Impact of More Fully Implemented Guidance Programs on the School Experiences of High School Students: A Statewide Evaluation Study." *Journal of Counseling and Development* (March/April 1997).

Life/Career Development System. Module 2: Ann Arbor, Michigan: Human Development Services.

Lindsay, Norene. (1994). *Pathfinder: Exploring Career and Educational Paths for Junior High and High School Students.* Indianapolis, IN: JIST Works, Inc.

Manchester Public Schools. (1998). *Developmental Guidance Program.* Manchester, CT.

Morganette, Rosemarie S. (1990). *Skills for Living: Group Counseling Activities for Young Adolescents.* Champaign, IL: Research Press.

Myrick, Robert D. (1993). *Developmental Guidance and Counseling: A Practical Approach.* Minneapolis, MN: Educational Media Corp.

Newington Public Schools, (1992). *Developmental Guidance Program.* Newington, CT.

Occupational Outlook Handbook. (1998). U.S. Department of Labor.

Parkman, Gary. (1993). *Windsor Developmental Guidance Program,* Windsor, CT.

Parkman, Gary. (1999). *Hints on Writing Program Mission Statements. Philosophies, Goals, and Objectives.* Westbrook, CT. Unpublished Document.

Parkman, Gary and Noel, Elizabeth. (1989). *Toward Developmental Guidance and Counseling in Connecticut.* Dialog No. 13 Spring/Summer, pp. 26-34.

Perry, Nancy. *Developmental Guidance.* Maine State Department of Education.

Pima and Santa Cruz Tech Prep Consortium. (1998). *Comprehensive Competency-Based Guidance. Career Exploration, Part II. Packet for Grade 10.* Tucson, AZ: Center for Educational Development.

School-To-Work Transition Planner. (1995). American School Counselor Association.

Schrumpf, F., Freidberg, S., Skadden, D. (1993). *Life Lessons.* Champaign, IL: Research Press.

Schweinhard, Lawrence J. and Weikart, David P. (1996). *Early Childhood Developmental Programs: A Public Investment Opportunity.* Educational Leadership.

Seymour Public Schools. (1999). *Comprehensive and School Counseling, Grades K-6.* Seymour, CT.

Southington Public Schools. (1989). *Advisory Program.* Southington, CT.

Stone and McCluskey. (1993). *Beginning Career Exploration System.* Circle Pines, MN: American Guidance Service, Inc.

Tarasuk, P., et al. *Career Path Exploration Project.* Unpublished.

The Real Game, K-12. NOICC: National Occupational Information Coordinating Committee. Department of Vocational and Technical Education: Stillwater, OK.

Trotter, Thomas V. (1992). *Walking the Talk.* Alexandria, VA: American School Counselor Association.

Vernon, Ann. (1989). *Thinking, Feeling, Behaving, K-6* Champaign, IL: Research Press.

Vernon, Ann. (1989). *Thinking, Feeling, Behaving, 7-12* Champaign, IL: Research Press.

Wittmer, J., D. Thompson, L. Loesch. (1997). *Classroom Guidance Activities: A Sourcebook for Elementary Counselors.* Minneapolis, MN: Educational Media Corporation.

Web Page References

Financial Aid Sites

There are a variety of web sites that provide financial aid information. Some describe the financial aid process; others will describe specific scholarship opportunities. For information regarding student loans from area banks and other financial institutions, access their web sites.

http://www.finaid.org/
: a guidance department favorite. Provides a wide range or financial aid information and excellent links to other internet sources.

http://www.collegesmart.com/
: provides free software to help families estimate financial aid needs.

http://www.signet.com/collegemoney/
: online edition of the book, "Don't Miss Out: the Ambitious Student's Guide to Financial Aid", one of the best available sources on financial aid.

http://www.fastweb.com/
: data base of scholarships and grants

http://www.fafsa.ed.gov/
: FAFSA on the web

http://www.ed.gov/prog_info/SFA/FAFSA
: web site for Funding Your Education, outlines federal sources of financial aid

http://www.salliemae.com/
: a private loan provider, site provides several financial aid calculators as well as advice for parents and students

http://www.cslf.com/
: Connecticut Student Loan Foundation

http://www.tgslc.org/
: research careers and find information about colleges and financial aid

http://www.rams.com/srn/
: overview of financial aid resources and free scholarship search

Sites With Expected Family Contribution Worksheets

http://www.collegeboard.org/css/html/indx001.html
http://www.finaid.org/
http://www.salliemae.com/calculators/efc.html

"All Purpose" Sites

The following web sites provide information on a variety of issues, including college searches, career and major information and financial aid.

http://www.collegeboard.org/
: College Board (the SAT people!) web site

http://www.collegeview.com/
http://www.petersons.com/
www.stw.ed.gov
: national school-to-work website

College Home Pages

These sites will allow you to search for the home pages of colleges and universities. Viewing these sites will allow you to access information on admissions, academic programs and departments (many of whom have their own sites), student activities, the college's email, etc.

http://www.universities.com/
an easy search site
http://www.mit.edu.8001/people/cdmello/univ.html
data base of more than 3,000 colleges

College Admissions

http://www.101online.com/
http://www.collegeboard.org/
http://www.embark.com/
http://www.collegenet.com/
http://www.gocollege.com/
http://www.geocities.com/collegepark/1150

Virtual Tours and Videos

Through these sites, you can order videos or view virtual tours of campuses that you may not be able to visit. Ordering the videos in most cases does require payment.

http://www.collegiatechoice.com/
videos produces by guidance counselors
http://www.campustours.com/
interactive tours of colleges across the U.S.

Test Preparation

http://www.kaplan.com/
http://www.review.com/
http://www.testprep.com/

Other Sites of Interest

http://www.schoolcounselor.org
American School Counselor Association (ASCA)
http://www.serc.rh.edu
Connecticut's Special Education Resource Center (SERC)
http://www.state.ct.us/sde
Connecticut Department of Education website
http://www.beantown.com/AEGC/email
finding colleges' admission office email address
http://www.ncaa.org/cbsa/
student athletes
http://www.militarycareers.com/
information resource for those interested in a military career
http://www.linkmag.com/
information about college life

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: CONNECTICUT COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Author(s):

Corporate Source: Connecticut School Counselor Association
Connecticut Association for Counselor Education and Supervision
Connecticut State Department of Education

Publication Date: 2000

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to each document.

If permission is granted to reproduce and disseminate the identified documents, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

The Connecticut School Counselor Association

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1 ☑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A ☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B ☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate these documents as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Geraldine Katz

Printed Name/Position/Title: Geraldine Katz President

Organization/Address: 33 Still Hill Rd
Hamden, Ct 06518

Telephone: 203-294-5342 FAX: 203-294-5322

E-Mail Address: gkatz@wallingford.k12.ct.us (work)

Date: 10/23/02

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of these documents from another source, please provide the following information regarding the availability of these documents. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: **ERIC Counseling & Student Services**
University of North Carolina at Greensboro
201 Ferguson Building
PO Box 26171
Greensboro, NC 27402-6171